DOCUMENT RESUME

ED 196 768 SO 013 049

AUTHOR Jones, Kelsey A.
TITLE Learning Modules on the Family Unit (Education in the Inductive Mode...).
PUB DATE 79
NOTE 92p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Educational Objectives: Experiential Learning: *Family (Sociological Unit): Family Characteristics: Family Life: Family Role: Higher Education: *Induction: *Learning Activities: *Learning Modules: Learning Processes: Models: Multiple Choice Tests: Pretests Posttests: Social Sciences: Tables (Data): Teacher Developed Materials: *Teaching Methods

ABSTRACT

This document contains a conceptual model of the curriculum-teaching-learning process as an open and organic system and nine instructional modules on the family which are based on an inductive approach. Intended originally for use in a social science course on the college level, it was designed to introduce students to the significant components of learning in the inductive mode. The inductive approach is an educational strategy in which the teacher and learner assume equal responsibility and equal accountability for the learning process. Titles of the instructional modules are "Family Systems--Experientially Understood": "Learning About Your Own Type of Family": "Analyzing Your Family": "Recognizing and Describing Role Relationships in Your Family": "Identifying Status, Power, Conflict, and Values in Your Family": "Identifying the Universal Functions of the Family": "Comparing Structural Universals With The Structural Nature of Your Family": "Making Distinctions in your Family's Interaction Style": and "Developing a Construct About Your Family." Within each module, students are directed to take a pretest, review terms and principles used in the module, participate in several learning activities based on an inductive approach, and take a posttest. For each module, objectives, prerequisites, and a statement of purpose are presented. Students are involved in a variety of activities including writing research papers, keeping journals of family activities and attitudes, analyzing films, describing family events, answering questions on assigned readings, and developing a psychodrama based on role-playing among members of a family unit. Many of the activities depend upon supplementary resources, including films, reading, and models. These resources are identified within the appropriate module by title, publisher, author, and/or producer. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Kelsey A. Jones

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED196768

SP 013 049

LEARNING MODULES ON THE FAMILY UNIT

(EDUCATION IN THE INDUCTIVE MODE...).

by

Kelsey A. Jones

1979

Associate Professor and Chairman
The Department of Criminal Justice
The College of Liberal and Fine Arts
The University of the District of Columbia

DEC 1 9

A PROPOSAL FOR "EDUCATION IN THE INDUCTIVE MODE: A COLLECTION OF CONSTRUCTS ON THE PHILOSOPHY OF ALTERNATIVE MODES IN EDUCATION

INSTRUCTORS GUIDE

FOR SOCIAL SCIENCE 101

"AN INTRODUCTION TO THE FAMILY UNIT CONSTRUCTS - A CONCEPTUALIZATION"
(Instructing and Learning In the Inductive mode)

INSTRUCTIONAL GUIDE 01.01

DEVELOPED

by

Kelsey A. Jones
Associate Professor and Chairman
The Department of Criminal Justice
The College of Liberal and Fine Arts
The University of the District of Columbia

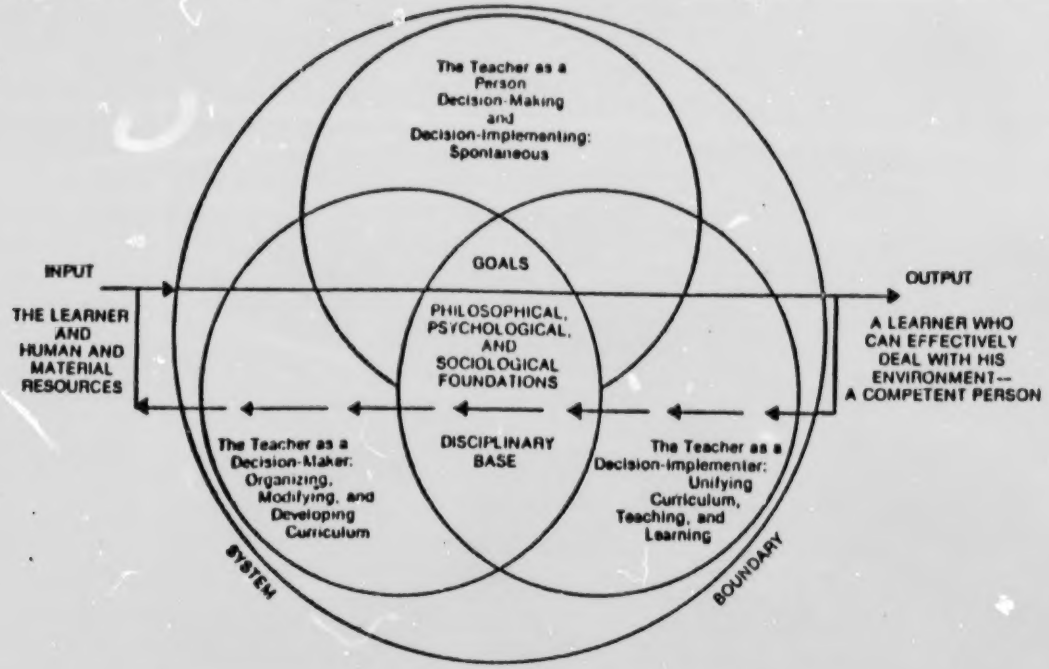
RATIONALE

This instructional module is designed to introduce the significant components of learning in the inductive mode. It begins with the classical assumption that teaching is an activity which emerges from some concept of how learning occurs. One approach to education assumes that the learner is essentially a dependent personality, relying upon the teacher for the responsibility for what and how the learner is taught. This approach is teacher directed. Teacher directed learining assumes that the learner's experience is of less value than that of the teacher. This approach assumes that students enter into the educational posture from a subject oriented stance, presumably an organization of learning experiences according to units of content. On the other hand, the self directed approach to education assumes that each individual grows in capacity and need to be self directing as a significant dimension in the process of maturation. Therefore, the learner's experiences become an increasingly vital resource for learning which should be utilized. Within this framework, I am suggesting the concept of the teacher/learner to provide a clearer insight into this approach.

Functionally, the teacher/learner identified enables all components in a structured learning process to assume equal responsibility and equal accountability for the total process. Equality, in this context, is not to be understood as "same"; rather, it is to be understood as proportionate giving and sharing out of a just disposition. Insturctor is the "catalyst-enabler"/teacher-learner, the Student is "learner-teacher", each, proportionately, giving and sharing out of a just disposition for a "holistic" experience.

Christina W. Needham and Betty C. Morris have developed a conceptual model which speaks to our situation. This model describes the gestalt of the curriculum-teaching-learning process, the notion of an open and organic system whose whole is greater than and different from the sum of its parts. It is a system having interdependent, interrelated, and interacting subsystems, the configuration of which cannot be distorted or ignored without weakening the entire system.

Fig. 1. AN INSTRUCTIONAL SYSTEM:
A DECISION-MAKING
AND
DECISION-IMPLEMENTING
MODEL


The Teacher as a Person Decision-Making and Decision-Implementing: Spontaneous
INPUT
THE LEARNER AND HUMAN AND MATERIAL RESOURCES
GOALS
PHILOSOPHICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FOUNDATIONS
DISCIPLINARY BASE
OUTPUT
A LEARNER WHO CAN EFFECTIVELY DEAL WITH HIS ENVIRONMENT-- A COMPETENT PERSON
The Teacher as a Decision-Maker: Organizing, Modifying, and Developing Curriculum
The Teacher as a Decision-Implementer: Unifying Curriculum, Teaching, and Learning
SYSTEM
BOUNDARY

THE ENVIRONMENT IN WHICH THE INSTRUCTIONAL SYSTEM FUNCTIONS

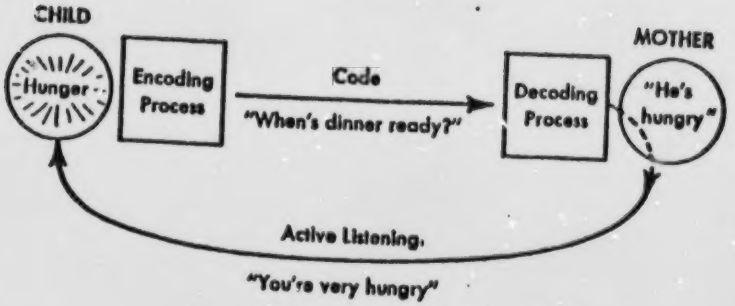
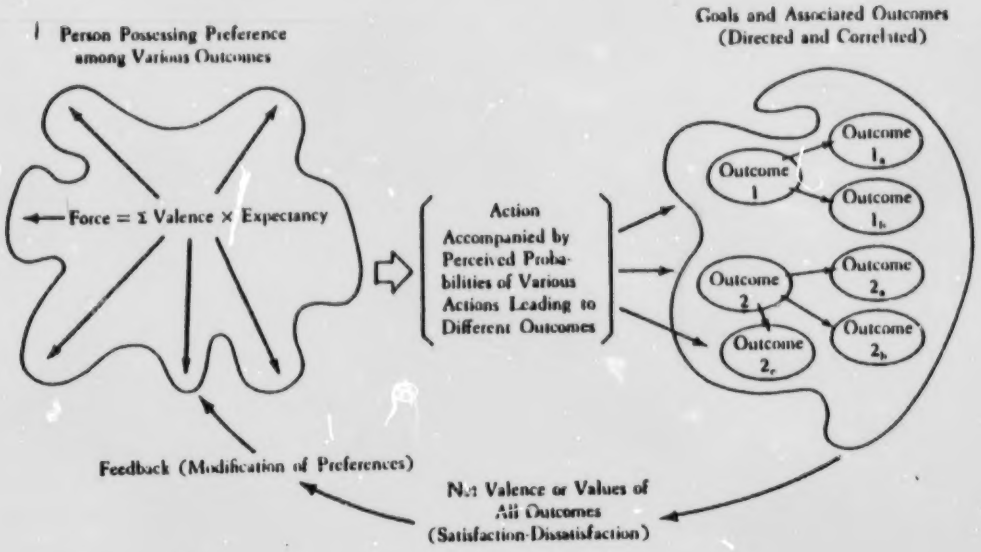

CHILD
Hunger
Encoding Process
Code
"When's dinner ready?"
Decoding Process
MOTHER
"He's hungry"
Active Listening.
"You're very hungry"

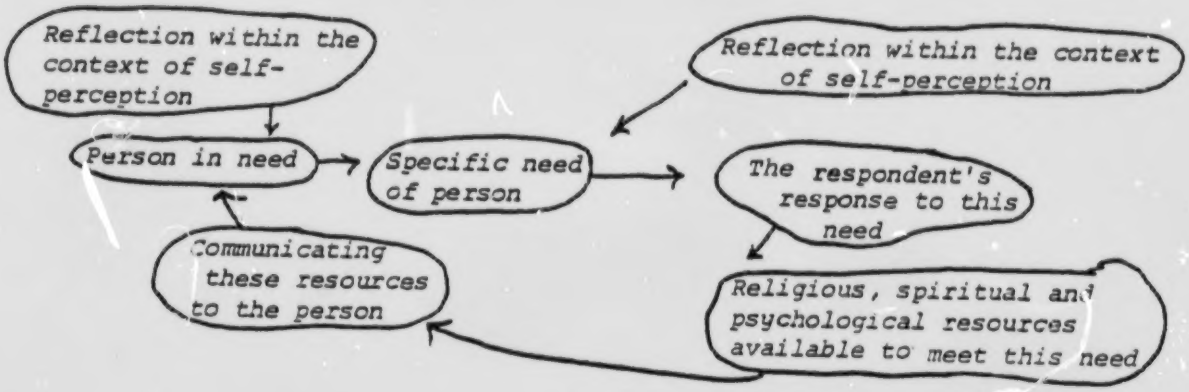
FIGURE 1-2. The Vroom Expectancy Model of Motivation.


Person Possessing Preference among Various Outcomes
Goals and Associated Outcomes (Directed and Correlated)
Force = Σ Valence × Expectancy
Action Accompanied by Perceived Probabilities of Various Actions Leading to Different Outcomes
Outcome 1
Outcome 1a
Outcome 1b
Outcome 2
Outcome 2a
Outcome 2b
Outcome 2c
Feedback (Modification of Preferences)
Net Valence or Values of All Outcomes (Satisfaction-Dissatisfaction)

Source: Dunnette, M. D., "The Motives of Industrial Managers," Organizational Behavior and Human Performance (May 1967), p. 178. Adapted from Vroom, V. H., Work and Motivation, John Wiley & Sons, 1964. Reprinted with permission.

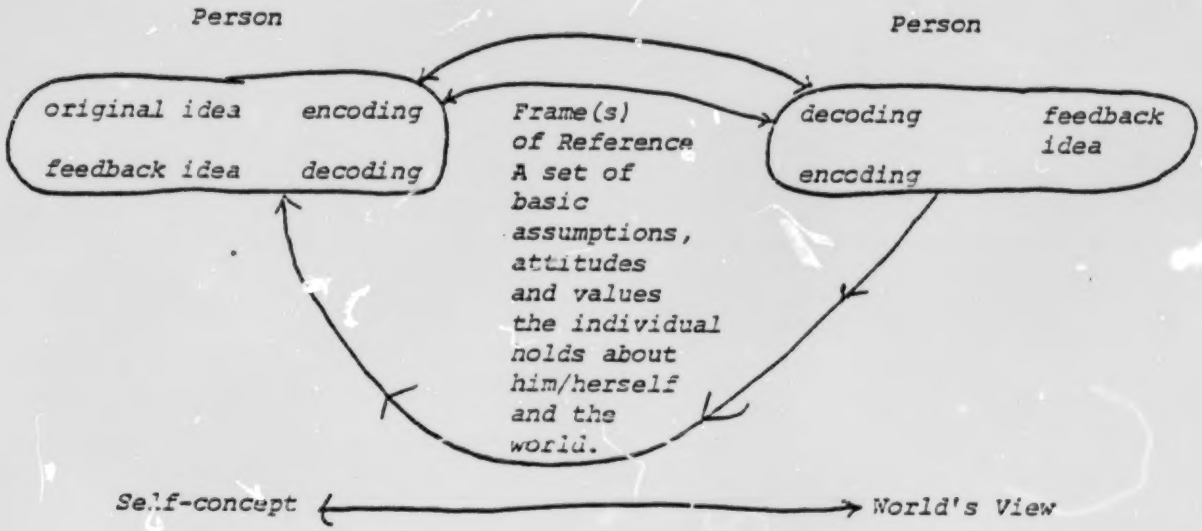
The dynamics of the matrix conflict model hold implications for initiative/response patterns, the process by which the individual(s) act out the dimensions of valuing and feeling the sense of his/her own being.

The task of the experience is to keep an eye on the content of each of these areas.


Reflection within the context of self-perception
Reflection within the context of self-perception
Person in need
Specific need of person
The respondent's response to this need
Communicating these resources to the person
Religious, spiritual and psychological resources available to meet this need

ENCODING AND DECODING MODEL BUILDING

Utilizing the operational components of the above illustrated design, the learner should be able to chart the flow of dynamics incidental to the communication process. The method is appropriately termed "encoding and decoding." This system of communication implies interaction. The levels of communication are subject to the degree of sensitivity or measure of insight possessed by the components in the process of inter-acting. Encoding (the initial input) is/are stimulus(i) which must be processed or filtered through the frame of reference of the decoding component. Therefore, the dynamics of communication are centered in "initiative-response factors" requiring sensitivity and insight for appropriateness in understanding.



Copyright, 1975, Kelsey A. Jones

NEGRO FAMILY STRUCTURE

Types of Family	Household Head		Other Household Members		
	Husband & Wife	Single Parent	Children	Other Relatives	Non-relatives
Nuclear Families					
I: Incipient Nuclear Family	X				
II: Simple Nuclear Family	X		X		
III: Attenuated Nuclear Family		X	X		
Extended Families					
IV: Incipient Extended Family	X			X	
V: Simple Extended Family	X		X	X	
VI: Attenuated Extended Family		X	X	X	
Augmented Families					
VII: Incipient Augmented Family	X				X
VIII: Incipient Extended Augmented Family	X			X	X
IX: Nuclear Augmented Family	X		X		X
X: Nuclear Extended Augmented Family	X		X	X	X
XI: Attenuated Augmented Family		X	X		X
XII: Attenuated Extended Augmented Family		X	X	X	X

EXPERIENTIAL LEARNING

(How to Learn from Experience)

It is assumed that we learn by experience. However, a careful examination of our own development and a review of research tells us that experience alone is only part of the learning process. Learning from experience requires that we engage in a disciplined reflection on our experience. Experiential learning is, therefore, basically a two stage process of experience and reflection.

One effective way to do disciplined reflection is to follow a sequential process called I-A-G. The complete cycle is like this:

	E - Experience	(Doing something)
	I - Identify	(Looking at what one did)
Reflection	A - Analyze	(Thinking about what happened as one did whatever he did)
	G - Generalize	(Planning for the next time one does the same thing)

Disciplined Reflection is participating in a three-step cycle of Identifying, Analyzing, and Generalizing for each (bit or) piece of experience from which one wants to learn. An expansion of the description of each step in the Reflection Cycle is below:

Identify - Identifying is (1) selecting a specific event that occurred in one's experience from which one wants to learn. Further, identifying means (2) describing that event by recalling from all the persons involved what happened to them as they experienced the event. The description of the event will include what persons involved (including you) saw, heard, and felt as the event or behavior happened.

Analyze - Analyzing is moving into and behind the data from the description of the experienced event to understand more clearly the cause and effect relationships. Analyzing includes determining whether what happened was helpful or hindering to the person or group. This involves (1) comparing the effects (consequences) of what persons said or did with the intentions of their behavior. Also the group members can compare their individual intentions to group goals, norms or issues to determine whether their behavior was helpful or hindering. The primary focus of analysis is on the consequences of behavior.

Generalize - Generalizing is hypothesizing about the next time the same kind of situation occurs. On the basis of the analysis of the event, should we (1) plan to try the same behavior or something different?

What changes in the situation, the behavior, the approach, the climate would help the group function better. Generalizing is
(1) drawing conclusions from reflecting over an experience and
(2) anticipating one's action when a similar event occurs again.

In an educational group using experience as the content for learning, disciplined reflection is a planned activity that requires at least as much time as the experience from which the group hopes to learn.

Sometimes a group will reflect over one major event in its experience. Other times there are a series of events. In this latter case, the I-A-G cycle is conducted for each event in the experience.

Guide to Disciplined Reflection (I-A-G)

I. Experience - The doing to something which may be spontaneous or a part of a planned educational event.

II. Identify - 1. Selection
   a. What behavior(s) or event(s) was significant to me (us)?
   b. Have we picked one event or prioritized the order in which we shall work on several?
2. Description (of each behavior or event)
   a. Recall what happened, specifically as possible.
   What did persons do?
   What did persons say?
   How did persons feel?
   What non-verbal behavior occurred?
   b. Recall the effects of what happened on persons.
   What reactions did persons have? Reactions are verbal, non-verbal, and feelings.

III. Analyze - Determine whether what happened and what persons did was helpful or hindering.

1. Compare the consequences (effects) of specific behavior with the intentions of the person(s).
2. Compare the consequences of the whole event with the goals and/or norms and/or issues in group development.
3. What happened that was helpful?
4. What happened that was hindering?

IV. Generalize - Hypothesizing about the "next time"

1. On the basis of the analysis above, what generalizations do you draw from the experience?
2. On the basis of generalizations from the experience
   - what would you do the same?
   - what would you do differently? (describe the way you would try to do it)

Repeat steps II, III, IV for each behavior or event from which one wants to learn.

SUMMARY: FLOW CHART ON REFLECTION

Identify

1. List events from the experience
2. Choose an event
3. Describe what happened

Analyze

1. What helped or hindered?
2. Consider consequences of behavior.

Generalize

1. Draw conclusions/learning
2. Consider appropriate theory models
3. Plan for next

IX. INSTRUCTOR'S GUIDE AND KEY TO POST-TEST

1. - d
2. - c
3. - a
4 - b
5 - e
6 - c
7 - d
8 - b
9 - a
10 - e
11 - c
12 - e
13 - e
14 - c
15 - a
16 - d
17 - b
18 - d
19 - a
20 - b
21 - a
22 - b
23 - c
24 - d
25 - c

Copyright 1980, Kelsey A. Jones

AN INSTRUCTIONAL MODULE
(developed in the inductive mode)

for

SOCIAL SCIENCE 101

STUDY UNIT 01.00

"FAMILY SYSTEMS - EXPERIENTIALLY UNDERSTOOD"

DEVELOPED

by

Kelsey A. Jones
Associate Professor and Chairman
The Department of Criminal Justice
The College of Liberal and Fine Arts
The University of the District of Columbia

I. Course. Social Science 101

Introduction to Social Science

Study Unit 01.00 - "Family Systems - Experientially Understood"

Instructional Modules:

Module 01.01 - Learning About Your Own Type of Family
Module 01.02 - Analyzing Your Family
Module 01.03 - Making Distinctions In Family Interaction Styles
Module 01.04 - Identifying the Universal Functions of the Family
Module 01.05 - Recognizing and Describing Role Relationships In Your Family
Module 01.06 - Identifying Status, Power, Conflict, Values
Module 01.07 - Developing a Construct About Your Family Interaction Style
Module 01.08 - Comparing Structural Universals With the Structural Nature of Your Family

II. The Terminal Objective:

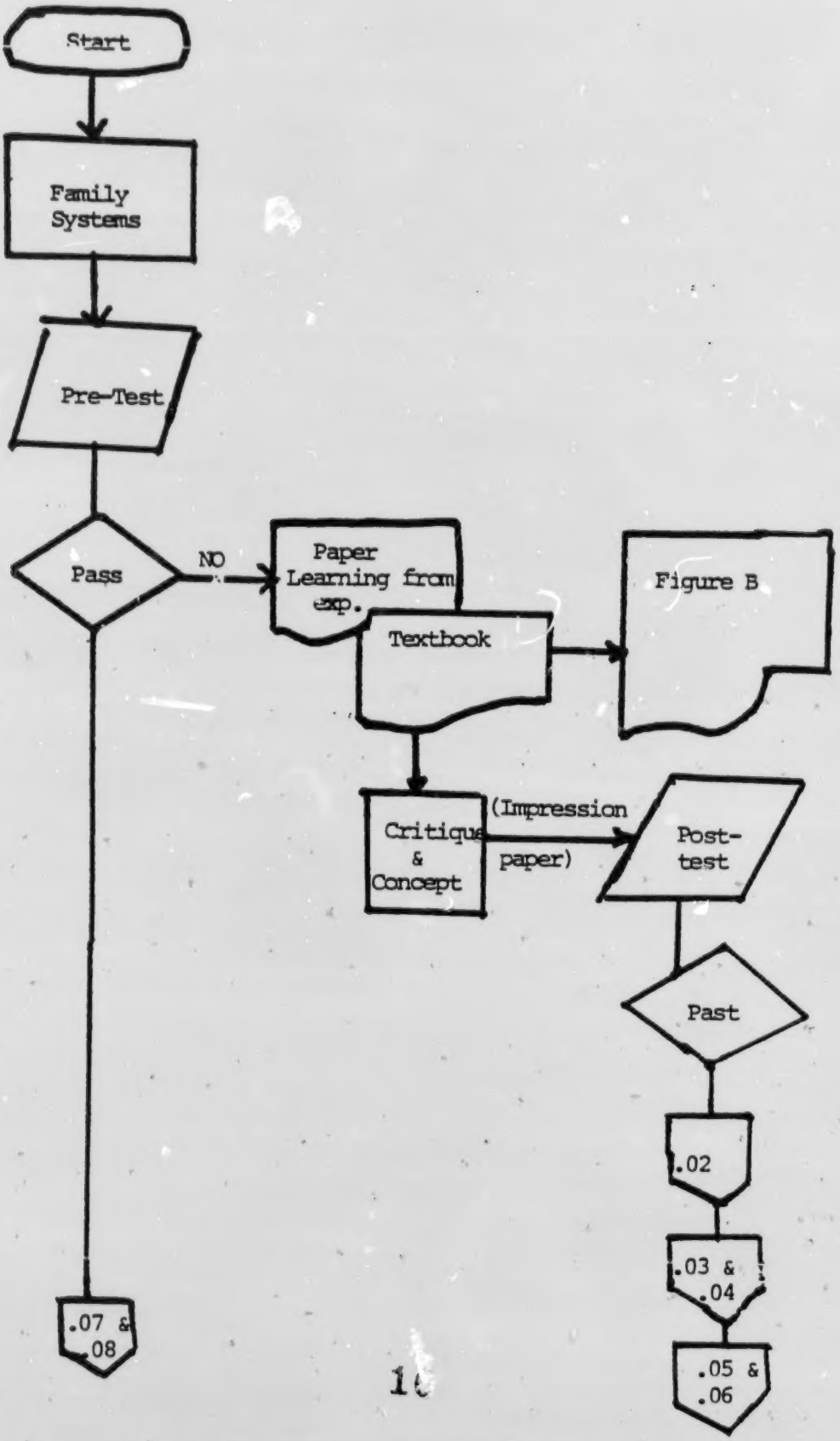
Given the way in which one perceives or understands one's experiences, the learner will be able to observe, identify, describe, organize and present behaviors, roles, stratification and relationships within his or her own family structure, within the time frame of this unit.

III. The Reason For Learning (Purpose):

This unit will assist the learner in understanding the nature and function of the family system and develop an awareness of the changing character of the American Family.

IV. Prerequisites: (None)

V. Flow Chart:


Start
Family Systems
Pre-Test
Pass
NO
Paper Learning from exp.
Textbook
Figure B
Critique & Concept
(Impression paper)
Post-test
Past
.02
.03 & .04
.05 & .06
.07 & .08

VI. Pre-Test:

Select the choice which is more appropriately the correct answer to each of the following questions. Only one answer in each instance is correct.

1. The term "nuclear family" refers to a
   a. closely knit family
   b. unit consisting of parents, children, and cousins.
   c. family whose central core is explosive.
   d. unit consisting of a father-husband, a mother-wife, and their children -siblings.
   e. family in which the marriage unit may include one man and two or more women.

2. Which of the following is not a part of family transmission?
   a. succession
   b. marriage
   c. socialization
   d. descent
   e. inheritance

3. In a patrilocal extended family, the married couple lives with
   a. the bride's parents.
   b. the groom's parents.
   c. either set of parents.
   d. neither set of parents.
   e. their next-door neighbors.

4. The marriage of one woman to two or more men is called
   a. monogamy.
   b. polygyny.
   c. cenogamy.
   d. matriogamy.
   e. polyandry.

5. There is general agreement among many family experts that
   a. the American family has lost its relative importance.
   b. family life in American society is disintegrating.
   c. the American family is undergoing change.
   d. the American family has increased its relative importance.
   e. the American family will disappear by the turn of the century.

6. Which of the following is <u>not</u> a universal function of the family?
   a. reproduction
   b. socialization
   c. maintenance
   d. status ascription
   e. siblingship

7. Which of the following statements about the American family is true?
   a. Some of its previously important functions have been taken over by other structures.
   b. Males are getting married younger, but females are getting married at a later age.
   c. There has been a long-term trend toward larger families.
   d. Husband and wife roles have remained the same.
   e. Females are getting married younger, but males are getting married at an older age.

VI. Pre-Test: (cont.)

8. Ruben Hill's study of 312 Minneapolis area families revealed
   a. decreasing communication among family members.
   b. less flexibility in family organization.
   c. a steady increase in educational attainment.
   d. decreasing affluence during the first ten years of marriage.
   e. an increasing orientation toward the past.

9. The family is a biological unit that includes three fundamental relationships:
   a. marriage, parenthood, and grandparenthood.
   b. parenthood, grandparenthood, and siblingship.
   c. marriage, parenthood, and blood relatives.
   d. marriage, parenthood, and siblingship.
   e. marriage, grandparenthood, and siblingship.

10. All societies have elaborated
   a. endogamy.
   b. cenogamy.
   c. incest taboos.
   d. polygamy.
   e. polgyny.

VII. List of Media/supplementary materials for review of study unit:

Text: Mendoza, Manuel G., Napoli, Vince, Systems of Society, 2nd ed. (Mass., D. C. Heath and Company, 1977)

A. Films

Four Families (motion picture), 60 min., b & w. Issued in 2 parts. National Film Board of Canada, 1959. A cross-cultural comparison of four families. Contains commentary by Margaret Mead.

The Family (motion picture), 29 min., b & w. KETC-TV. Released by National Educational Television and Radio Center, 1959. A discussion of the changing American family. Features Margaret Mead and Bertram Beck.

B. Readings

Cavan, Ruth Shonle, The American Family, 4th ed. (New York: Thomas Y. Crowell, 1969). An analysis of the contemporary American family in several subcultures.

Coser, Rose L., ed., The Family: Its Structure & Functions, 2nd ed. (New York: St. Martin's Press, 1974). A reader dealing with the family as a societal subsystem.

Fullerton, Gail Putney, Survival in Marriage, 2nd ed. (New York: Holt, Rinehart and Winston, 1977). An excellent survey of marriage and the family.

Murdock, George Peter, Social Structure (New York: Macmillan, 1949). A comparison of many cultures, with particular emphasis on the family.

Skolnick, Arlene S. and Jerome H. Skolnick, eds., Family in Transition (Boston: Little, Brown, 1971). A comprehensive reader on marriage and the family.

VIII. Post-Test:

Select the choice which is more appropriately the correct answer to each of the following questions. Only one answer in each instance is correct.

1. The majority of people have two families. The one they help create through marriage, bearing, and rearing children is the family of
   a. Orientation
   b. Recreation
   c. Reproduction
   d. Procreation
   e. Cooperation

2. One fundamental biological relationship within the family is
   a. Friendship
   b. Adulthood
   c. Siblingship
   d. Courtship
   e. Childhood

3. The social norm which prescribes that every child have a sociological father to represent the male link between the child and society is the principle of
   a. Legitimacy
   b. Normality
   c. Sociology
   d. Illegitimacy
   e. Succession

4. Exogamy refers to the practice of
   a. Marrying within a specific group
   b. Marrying outside a specific group
   c. Marrying within the group of one's relatives
   d. Marrying many times, one spouse at a time
   e. Having several spouses simultaneously

5. The means by which a continuity between families in successive generations is ensured is called
   a. Inheritance
   b. Legitimacy
   c. Revolution
   d. Traditions
   e. Transmission

6. A type of composite family where brothers or cousins bring their respective nuclear families together to form a single unit is called a
   a. Neolocal family
   b. Biolocal family
   c. Joint family
   d. Extended family
   e. Duolocal family

7. The transmission of membership in wider social groups is called
   a. Socialization
   b. Succession
   c. Inheritance
   d. Descent
   e. Progression

8. Polyandry refers to the marriage of
   a. One man to two or more women
   b. One woman to two or more men
   c. Two or more men to two or more women
   d. One woman to one man
   e. One woman to one other woman

VIII. Post-Test: (continued)

9. An authoritarian household would be classified as matriarchal if the
   a. Mother dominates
   b. Grandfather dominates
   c. Father dominates
   d. Children dominate
   e. Church dominates

10. In his view of the American family, Pitirim Sorokin stresses
   a. The "atomistic family," which causes as well as reflects social decay
   b. That the family has not only lost traditional functions, but it has not taken over any new ones
   c. That change has caused the family to become more adaptable
   d. That the family has become more specialized, and, therefore, more important
   e. The loss of traditional family functions as a step towards disintegration

11. Richard Klemer has suggested two primary reasons for the fragility of the contemporary marriage relationship. One reason is
   a. A lack of communication due to different roles of husband and wife
   b. Decreasing affluence during the first 10 years of marriage
   c. The change in determination to stay married
   d. A decreasing flexibility between husband and wife
   e. A decreasing orientation towards the future

12. The biggest concern of married people in contemporary American society is
   a. Stability.
   b. Money
   c. Social convenience
   d. Mutual interests
   e. Happiness

13. An achieved status is one which is
   a. Powerful
   b. Ascribed
   c. Unearned
   d. Given
   e. Earned

14. In order to help prevent incestuous illegitimacy, all societies have elaborated
   a. The nuclear family
   b. Cenogamy
   c. Incest taboos
   d. Monogamy
   e. Polyandry

15. Which of the following is <u>not</u> a universal function of the family?
   a. Parenthood
   b. Maintenance
   c. Status ascription
   d. Reproduction
   e. Socialization

16. The practice of marrying within a specific group, but outside the nuclear unit is called
   a. Exogamy
   b. Monogamy
   c. Cenogamy
   d. Endogamy
   e. Polygyny

VIII. Post-Test: (continued)

17. Carle C. Zimmerman views family disintegration as occurring within the context of
    a. The extended family
    b. A cyclical theory of the family
    c. A loss of traditional family functions
    d. An era of greater societal freedom
    e. The specialization of family functions

18. The family into which the individual is born is his
    a. Family of procreation
    b. Extended family
    c. Cooperative family
    d. Family of orientation
    e. Joint family

19. The socially recognized group of persons who are related to one another through the process of reproduction is the
    a. Family
    b. Society
    c. Joint family
    d. Siblingship
    e. Extended family

20. The unit consisting of a father-husband, a mother-wife, and their children-siblings is called the
    a. Core family
    b. Nuclear Family
    c. Composite family
    d. Clan
    e. Extended family

21. An unearned social position is called a(n)
    a. Ascribed status
    b. Unearned role
    c. Unearned status
    d. Achieved status
    e. Ascribed role

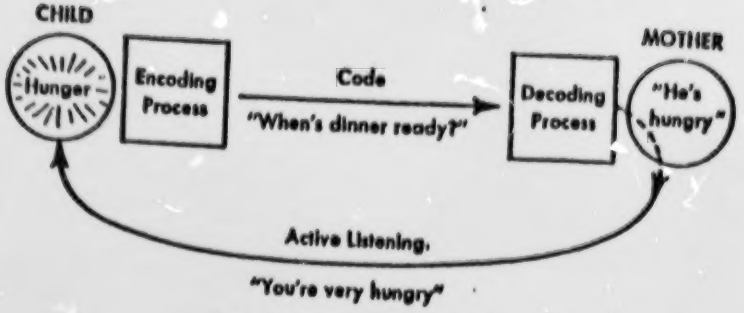
22. Which of the following is a universal function of the family?
    a. Parenthood
    b. Reproduction
    d. Siblingship
    e. Marriage

23. The most popular form of marriage in the world is
    a. Polygamy
    b. Polyandry
    c. Monogamy
    d. Polygyny
    e. Cenogamy

24. Which of the following represents a long-range trend in American families?
    a. Increase in size
    b. Decrease in divorce rate
    c. Later marriages
    d. Role changes
    e. Increase in functions

25. The division of societies into different layers, or strata, each containing groups of people who share similar beliefs, attitudes, values and life-styles is known as
    a. socialization
    b. social stratification
    c. a class system
    d. a caste system
    e. a status system

"Figure A"



BEST COPY AVAILABLE

"Figure A"

NEGRO FAMILY STRUCTURE

Types of Family	Household Head		Other Household Members		
	Husband & Wife	Single Parent	Children	Other Relatives	Non-relatives
Nuclear Families					
I: Incipient Nuclear Family	X				
II: Simple Nuclear Family	X		X		
III: Attenuated Nuclear Family		X	X		
Extended Families					
IV: Incipient Extended Family	X			X	
V: Simple Extended Family	X		X	X	
VI: Attenuated Extended Family		X	X	X	
Augmented Families					
VII: Incipient Augmented Family	X				X
VIII: Incipient Extended Augmented Family	X			X	X
IX: Nuclear Augmented Family	X		X		X
X: Nuclear Extended Augmented Family	X		X	X	X
XI: Attenuated Augmented Family		X	X		X
XII: Attenuated Extended Augmented Family		X	X	X	X

EXPERIENTIAL LEARNING

(How to Learn from Experience)

It is assumed that we learn by experience. However, a careful examination of our own development and a review of research tells us that experience alone is only part of the learning process. Learning from experience requires that we engage in a disciplined reflection on our experience. Experiential learning is, therefore, basically a two stage process of experience and reflection.

One effective way to do disciplined reflection is to follow a sequential process called I-A-G. The complete cycle is like this:

	E - Experience	(Doing something)
	I - Identify	(Looking at what one did)
Reflection	A - Analyze	(Thinking about what happened as one did whatever he did)
	G - Generalize	(Planning for the next time one does the same thing)

Disciplined Reflection is participating in a three-step cycle of Identifying, Analyzing, and Generalizing for each (bit or) piece of experience from which one wants to learn. An expansion of the description of each step in the Reflection Cycle is below:

Identify - Identifying is (1) selecting a specific event that occurred in one's experience from which one wants to learn. Further, identifying means (2) describing that event by recalling from all the persons involved what happened to them as they experienced the event. The description of the event will include what persons involved (including you) saw, heard, and felt as the event or behavior happened.

Analyze - Analyzing is moving into and behind the data from the description of the experienced event to understand more clearly the cause and effect relationships. Analyzing includes determining whether what happened was helpful or hindering to the person or group. This involves (1) comparing the effects (consequences) of what persons said or did with the intentions of their behavior. Also the group members can compare their individual intentions to group goals, norms or issues to determine whether their behavior was helpful or hindering. The primary focus of analysis is on the consequences of behavior.

Generalize - Generalizing is hypothesizing about the next time the same kind of situation occurs. On the basis of the analysis of the event, should we (1) plan to try the same behavior or something different?

What changes in the situation, the behavior, the approach, the climate would help the group function better. Generalizing is (1) drawing conclusions from reflecting over an experience and (2) anticipating one's action when a similar event occurs again.

In an educational group using experience as the content for learning, disciplined reflection is a planned activity that requires at least as much time as the experience from which the group hopes to learn.

Sometimes a group will reflect over one major event in its experience. Other times there are a series of events. In this latter case, the I-A-G cycle is conducted for each event in the experience.

Guide to Disciplinal Reflection (I-A-G)

I. Experience - The doing to something which may be spontaneous or a part of a planned educational event.

II. Identify - 1. Selection
   a. What behavior(s) or event(s) was significant to me (us)?
   b. Have we picked one event or prioritized the order in which we shall work on several?
2. Description (of each behavior or event)
   a. Recall what happened, specifically as possible.
   What did persons do?
   What did persons say?
   How did persons feel?
   What non-verbal behavior occurred?
   b. Recall the effects of what happened on persons.
   What reactions did persons have? Reactions are verbal, non-verbal, and feelings.

III. Analyze - Determine whether what happened and what persons did was helpful or hindering.

1. Compare the consequences (effects) of specific behavior with the intentions of the person(s).
2. Compare the consequences of the whole event with the goals and/or norms and/or issues in group development.
3. What happened that was helpful?
4. What happened that was hindering?

IV. Generalize - Hypothesizing about the "next time"

1. On the basis of the analysis above, what generalizations do you draw from the experience?
2. On the basis of generalizations from the experience
   - what would you do the same?
   - what would you do differently? (describe the way you would try to do it)

Repeat steps II, III, IV for each behavior or event from which one wants to learn.

SUMMARY: FLOW CHART ON REFLECTION

Identify

1. List events from the experience
2. Choose an event
3. Describe what happened

Analyze

1. What helped or hindered?
2. Consider consequences of behavior.

Generalize

1. Draw conclusions/learning
2. Consider appropriate theory models
3. Plan for next

Copyright 1980, Kelsey A. Jones

DEC 15 1980

AN INSTRUCTIONAL MODULE
(developed in the inductive mode)

for

SOCIAL SCIENCE 101

OS 101 01.01
"LEARNING ABOUT YOUR OWN TYPE OF FAMILY"

DEVELOPED

by

Kelsey A. Jones
Associate Professor and Chairman
The Department of Criminal Justice
The College of Liberal and Fine Arts
The University of the District of Columbia

I. Course: Social Science 101

Introduction to Social Science

Study Unit: 01.00 - "Family Systems - Experentially Understood"

Instructional Module: 01.01 - Learning About your own Family Type

II. Statement of Purpose:

This instructional module is designed to assist you in expressing perceptions about you family type in a systematic manner.

III. Rrerequisites: None

IV. Objectives:

Employing the skills of observation, classification and application, you will identify the type of family in which you developed as a child and the type of family in which you are currently living as an adult, and relate your impressions to a specified classification system (100% correct).

V. Pre-Test: (Part I)

Select the choice which is more appropriately the correct answer to each of the following questions. Only one answer in each instance is correct.

1. The term "Nuclear Family" refers to a

   a. closely knit family
   b. unit consisting of parents, children, and cousins
   c. family whose central core is explosive
   d. unit consisting of a father-husband, a mother-wife, and their children-siblings
   e. family in which the marriage unit may include one man and two or more women

2. The term "Extended Family" refers to a

   a. unit in which the married couple and later, their children live in the same household with the parents of one of the couple
   b. family in which the marriage unit may include one woman and two or more men
   c. loosely related family
   d. unit in which the father-husband live in a single household, and their independent adult son(s) and/or daughter(s) live in a separate dwelling
   e. closely knit family separated only by space and time

3. The term "Augmented Family" refers to a unit in which the husband and wife live with other persons who are

   a. non-relatives
   b. close relatives
   c. distant relatives
   d. cousins
   e. uncles or aunts

4. The term "Attenuated Nuclear Family" refers to a unit in which a single parent lives

   a. alone
   b. with close relatives
   c. with close friends
   d. with distant relatives
   e. children of the parent in the same household

(Part II)

1. Is the family unit in which you currently live like
   (Circle the most appropriate answer)

   a. 1-a, b, c, d, e
   b. 2-a, b, c, d, e
   c. 3-a, b, c, d, e
   d. 4-a, b, c, d, e
   e. none of the above (Explain)

(Part II continued)

2. Is the family in which you currently live like
(Circle the most appropriate answer)

a. 1-a, b, c, d, e
b. 2-a, b, c, d, e
c. 3-a, b, c, d, e
d. 4-a, b, c, d, e
e. none of the above (Explain)

VI. Explanation of Terms and Principles used in Module:

1. Family - socially recognized group of persons who are related to one another through the process of reproduction.

2. Marriage - Two or more individuals sharing a socially recognized mating relationship.

3. Classification - Systematic associations or listing of items in a given grouping.

4. Nuclear Family - A family unit consisting of a father-husband, mother-wife, and their children-siblings.

5. Attenuated Nuclear Family - a family unit in which a single parent lives with the children-siblings of the parent.

6. Augmented Family - a family unit in which the husband-wife live with other persons who are non-relatives.

VII. Learning Activity (Mandatory):

Activity one:

Below noted are several observations that you might make about the family in which you grew up as a child. Check all that apply to you and your family.

a. father was the bread winner
b. mother was the bread winner
c. mother and father were the bread winners
d. I felt a strong kinship with my father
e. I felt a strong kinship with my mother
f. I felt a strong kinship to other members of the family

1. brother(s)
2. sister(s)
3. cousin(s)
4. others(explain)

g. There was consistent emphasis placed on discipline
h. There was consistent emphasis placed on religion
i. There was consistent emphasis placed on personal learning
j. I felt a sense of importance by living in the family unit
k. There was consistent emphasis placed on formal education

Identify your family under one of the following classifications. Give reasons for your selection or choice of classification.

a. nuclear
b. attenuated nuclear
c. extended
d. augmented

VII. Learning Activity (continued):

Activity two:

Below noted are several observations that you might make about the family in which you are now living as an adult or about yourself if you are living alone. Check all that apply to you and/or your family.

a. I am the bread winner
b. My mate is the breadwinner
c. my mate and I are breadwinners
d. I feel a strong kinship with my child/children
e. I feel a strong kinship with my father
f. I feel a strong kinship with my mother
g. I feel a strong kinship with other members of the family

1. brother(s)
2. sister(s)
3. cousin(s)
4. others(explain)

h. There is consistent emphasis placed on discipline
i. There is consistent emphasis placed on religion
j. There is consistent emphasis placed on personal learning
k. I feel a sense of importance by living in the family unit

Learning Option one:

Read Chapter Ten in the textbook and determine if the impressions you have noted about your family, through observation, are the same as those stated in the book. State your comparative observations in 1 1/2 double spaced, typewritten pages.

Learning Option two:

View the film listed below and identify at least four of the impressions or or functions from the lists in activities one and two, which might be found in your family. Determine if these functions are found in most families that you know. State the functions you have selected and give the reasons for them in no more than 1 1/2 double spaced, typewritten pages.
The family (motion picture), 29 min. b&w KETC - TV. Released by National Educational Television and Radio Center, 1959. A discussion of the changing American Family. Features Margaret Mead and Beatram Beck.

VIII. Implementors:

1. Textbook - M. C. Mendoza and Vince Napoli, Systems of Society: An Introduction to Social Sciences (Lexington, Mass: D. C. Heath, 1977)

2. Paper (lineless 8 1/2 x 11)

3. Typewriter

IX. Post-Test:

Select the choice which is more appropriately the correct answer to each of the following questions. Only one answer in each instance is correct.

1. *The majority of people have two families. The one they help create through marriage, bearing, and rearing children is the family of*

   a. *Orientation*
   b. *Recreation*
   c. *Reproduction*
   d. *Procreation*
   e. *Cooperation*

2. *The social norm which prescribes that every child have a sociological father to represent the male link between the child and society is the principle of*

   a. *Friendship*
   b. *Normality*
   c. *Siblingship*
   d. *Legitimacy*
   e. *Childhood*

3. *The family into which the individual is born is his*

   a. *Family of procreation*
   b. *Extended family*
   c. *Cooperative family*
   d. *Family of orientation*
   e. *Joint family*

4. *The unit consisting of a father-husband, a mother-wife, and their children-siblings is called the*

   a. *Core family*
   b. *Nuclear family*
   c. *Composite family*
   d. *Clan*
   e. *Extended family*

5. *The unit consisting of a single parent and children of the parent is*

   a. *a group arrangement*
   b. *a corporate family*
   c. *a broken home*
   d. *a fragmented family*
   e. *an attenuated nuclear family*

6. *The family unit consisting of the husband-wife and non-relatives is*

   a. *an augmented family*
   b. *a nuclear family*
   c. *a nuclear extended family*
   d. *Simple family*
   e. *Complex family*

7. *Figure number 3, on the last page of this module, contains two different types of families. The terms applied to these types are different from the names you have used to identify these same types. Apply the choice of names which you have learned in identifying these two types of families.*

IX. Post-Test (continued):

8. Social scientists seem to be forever gathering data (information/evidence) for many reasons. There are many ways to perform this function. Which one of the ways listed below did you perform in completing this module

a. Cross cultural reference
b. Random sampling
c. Statistical research
d. Applying a classification system to your family
e. Investigation of existing records (files)
f. Interviewing members of your past and present households

BEST COPY AVAILABLE

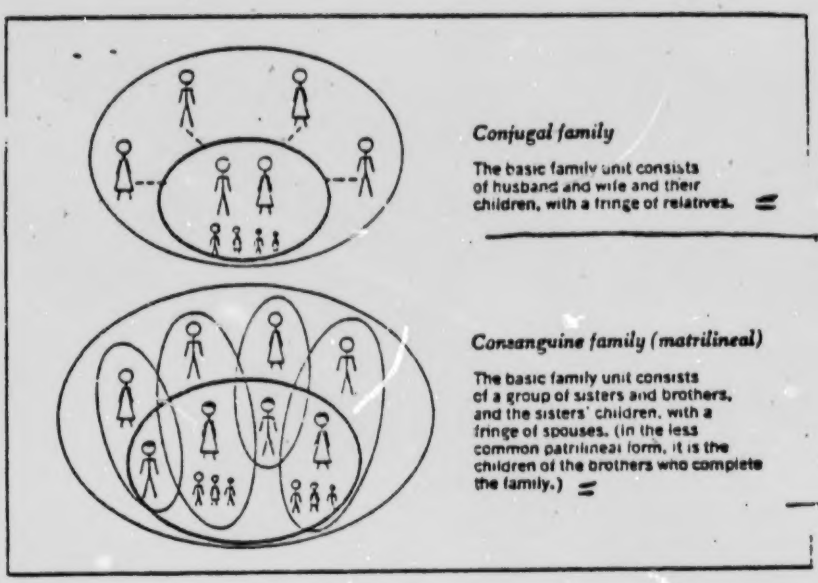

Conjugal family
The basic family unit consists of husband and wife and their children, with a fringe of relatives.
Consanguine family (matrilineal)
The basic family unit consists of a group of sisters and brothers, and the sisters' children, with a fringe of spouses. (In the less common patrilineal form, it is the children of the brothers who complete the family.)

FIGURE 3 *Conjugal and Consanguine Family Types.*

Copyright 1908, Kelsey A. Jones

AN INSTRUCTIONAL MODULE
(developed in the inductive mode)

for

SOCIAL SCIENCE 101

OS 101 01.02

"ANALYZING YOUR FAMILY"

DEVELOPED

by

Kelsey A. Jones
Associate Professor and Chairman
The Department of Criminal Justice
The College of Liberal and Fine Arts
The University of the District of Columbia

I. Course: Social Science 101

Introduction to Social Science

Study Unit: 01.00 - "Family Systems - Experentially Understood"

Instructional Module: 01.02 - Analyzing Your Family

II. Statement of Purpose: This instructional module is designed to enable you in the development of the skill of analysis in an accurate manner.

III. Prerequisite: OS 101 01.01

IV. Objective(s): Expanding upon the skills developed in the preceding module you will, be able to analyze the family in which you are currently living as an adult and relate your finding(s) to the task of a participant observer in social scientific investigation with 90% on the post-test.

V. Pre-Test:

Select the choice which provides the appropriate answer to each of the following questions. Only one answer in each instance is correct, except, perhaps, with item 5.

1. Social Science is the systematic attempt to discover and explain
   a. relationships among observable facts or events (phenomena)
   b. the realization of social and statistical trends
   c. the control of particular human variables
   d. ethical behavior and moral standards
   e. relationships among all phenomena

2. The Scientific method is
   a. the general framework within which scientists work
   b. a special attitude toward scientific investigation
   c. another way of talking about Social Science
   d. an accummulation of scientific information
   e. a process which is critical about value judgments

3. The systematic attempt to discover and explain relationships among social phenomena is called
   a. scientific method
   b. speculative thinking
   c. social logic
   d. scientific attitude
   e. social science

4. Which of the following is not a universal function of the family?
   a. reproduction
   b. socialization
   c. maintenance
   d. status giving
   e. siblingship

5. Which of the following statements about the American family is/are true?
   a. some of its previously important functions have been taken over by other structures
   b. males are getting married younger, but females are getting married at a later age.
   c. there has been a long-term trend toward larger families.
   d. husband and wife roles have remained the same.
   e. females are getting married younger, but males are getting married at an older age.

VI. Explanation of Terms and Principles used in module:

1. Social science - The systematic attempt to discover and explain the behavior patterns of people and groups of people. Social science contains several disciplines or subdivisions such as anthropology, psychology, sociology, economics, political science, and international relations. Each discipline concentrates on some aspect of human behavior that is separate and distinct from those which the others concentrate on.

2. Scientific method - The way that scientist solve problems. It includes carefully observing events, accumulating and classifying data, inferring relationships among phenomena, formulating hypotheses and testing them in experiments, and analyzing the results of the experiments.

3. Data accumulation - The process of gathering information through careful observation.

4. Scientific attitude - An approach to investigation(s) by scientists which involves an open mind and a willingness to share information.

5. Participant observer - A process of data (information/evidence) collection which involves the investigator in the experiences under investigation as a participant.

VII. Learning Activity (Mandatory):

Activity #1: (Mandatory)

Using the model suggested by figure "B", respond to THE CONSEQUENCES of behaviors you have noticed within your family within the period of a given week. Be sure to identify, list and describe those happenings. After this exercise has been completed, choose one event (happening) and draw some definite definitive conclusions about how you felt and what you thought at the time it occurred using Figure B. Record your findings in 1 1/2 pages.

Activity #2: (Mandatory)

Using the model suggested by figure "A", analyze "one" event which happened within your family at any time whose communication was similar to what you perceive to be going on in this model. Do this analysis in one page.

Learning Option #1:

You may view the film, FSSH-1-5, "What happens Between People (Part I). Based on this film, write a paper that:

(1) Identifies at least four factors which helped communication and four factors which hindered communication

Learning Option #1: (continued)

Give your reasons for the factors you identified, the decide (generalize) how you could have improved communications. This statement should be no more than 1 1/2 typewritten, double spaced pages.

Learning Option #2:

Read Asplen, Alfred; "Introduction to Social Science", 2nd ed., Chapter 7, and write an evaluztion of the model for communication between Parent and Adolescent. State your impression in 1 1/2 pages that are typewritten and double spaced.

VIII. Post-Test:

Select the choice which provides the appropriate answer to each of the following questions. Only one answer in each instance is correct.

1. Which of the following statements about the American family is/are true?

   a. some of its previously important functions have been taken over by other structures
   b. males are getting married younger, but females are getting married at a later age.
   c. there has been a long-term trend toward larger families.
   d. husband and wife roles have remained the same.
   e. females are getting married younger, but males are getting married at an older age.

2. Which of the following is not a universal function of the family?

   a. reproduction
   b. socialization
   c. maintenance
   d. status giving
   e. siblingship

3. The systematic attempt to discover and explain relationships among social phenomena is called

   a. scientific method
   b. speculative thinking
   c. social logic
   d. scientific attitude
   e. social science

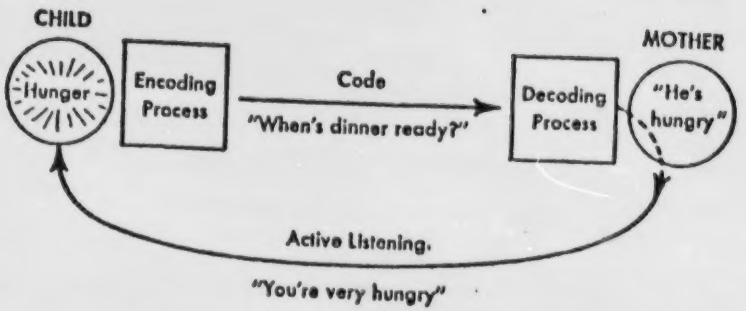
4. The Scientific method is

   a. the general framework within which scientists work
   b. a special attitude toward scientific investigation
   c. another way of talking about Social Science
   d. an accummilation of scientific information
   e. a process which is critical about value judgements

5. Social Science is the systematic attempt to discover and explain

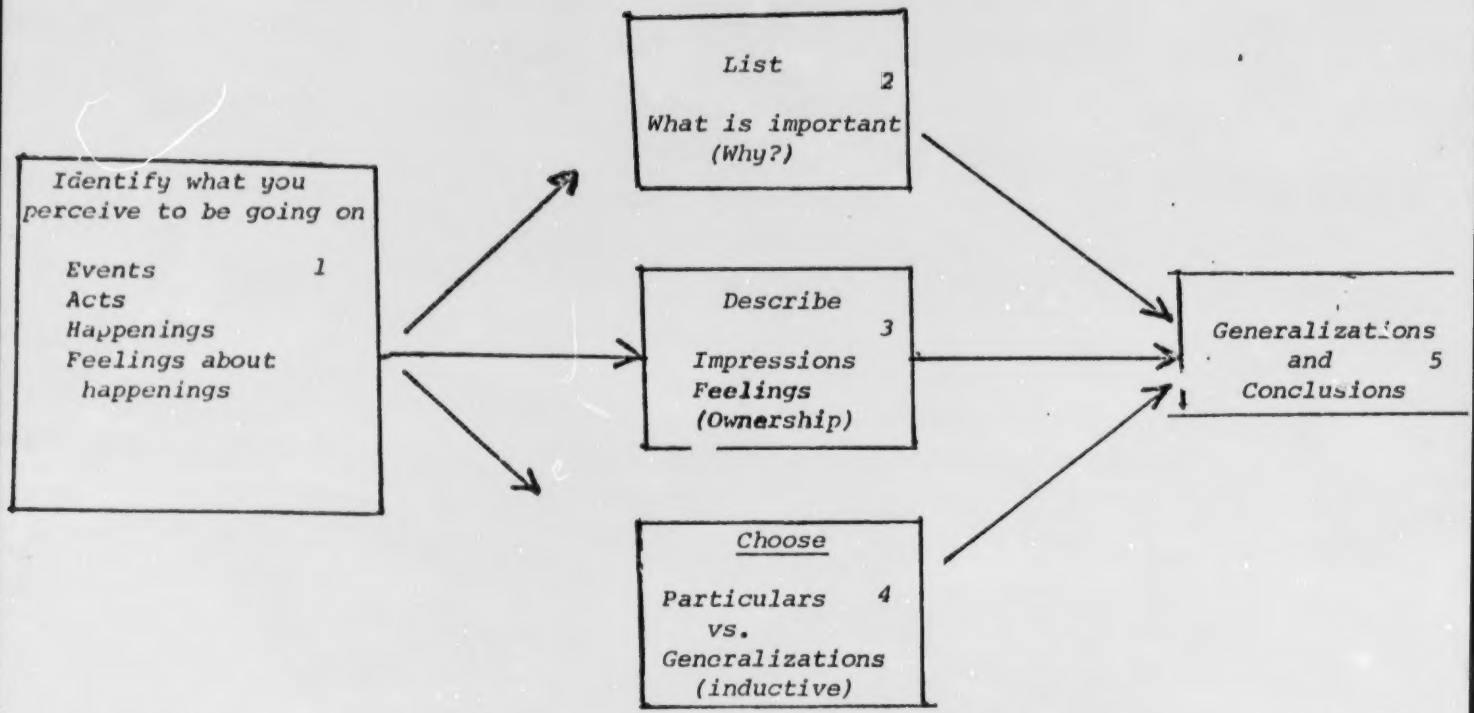
   a. relationships among observable facts or events (phenomena)
   b. the realization of social and statistical trends
   c. the control of particular human variables
   d. ethical behavior and moral standards
   e. relationships among all phenomena

"Figure A"


CHILD
Hunger
Encoding Process
Code
"When's dinner ready?"
Decoding Process
MOTHER
"He's hungry"
Active Listening.
"You're very hungry"

HOW TO DISCERN WHAT IS GOING ON

"Figure B"



Participant Observer
(Social Scientist)

Copyright 1980, Kelsey A. Jones

AN INSTRUCTIONAL MODULE
(developed in the inductive mode)

for

SOCIAL SCIENCE 101

OS 101 01.03
"RECOGNIZING AND DESCRIBING ROLE RELATIONSHIPS IN YOUR FAMILY"

DEVELOPED

by

Kelsey A. Jones
Associate Professor and Chairman
The Department of Criminal Justice
The College of Liberal and Fine Arts
The University of the District of Columbia

I. Course: Social Science 101
Introduction to Social Science

Study Unit 01.00 - "Family Systems - Experentially Understood"

Instructional Module: 01.03 - Recognizing and Describing Role Relationships In Your Family

II. Statement of Purpose: This instructional module is designed to assist you in the identification and description of roles in families.

III. Prerequisite(s) OS 101 01.02

IV. Objective(s): Given your demonstrated skill for observation and analysis, you will be able to identify and describe the role relationships in the family unit of which you are currently a member (85%) correct.

V. Pre-Test (Matching Questions):

Select the one statement in the right column which contains the meaning of the word or words in the left column. You should match each word or words with the correct meaning.

____ 1. Status	a.	Expected behavior pattern for occupant of a position.
____ 2. Achieved status	b.	Position assigned to the individual regardless of personal qualifications.
____ 3. Rites of Passage	c.	Position obtained through individual effort.
____ 4. Role	d.	Ceremonies marking acknowledgement of acquisition of new age status.
____ 5. Ascribed status	e.	Position or rank in a group or society.
____ 6. Psychodrama (role playing)	f.	Technique for understanding another's role through playing it oneself.

Part II (Multiple choice):

Listed in the column on the right are several choices for each of the questions on the left. Select the choice or choices which best answer the question(s).

____ 1. In order to adjust to our society, we must:	a.	Be socialized to play the roles expected of us.
	b.	Learn about the typical positions found in our society.
	c.	Learn how to relate our roles to those of others.
	d.	All of these.

Part II (Continued):

___ 2.	Role Learning involves:	a. How to perform the roles. b. The priviliges and duties appropriate to the status. c. Feelings and attitudes appropriate to to the position. d. All the above.
____ 3.	Playacting of new or different roles is:	a. Limited to the use of the psychodrama. b. A way of occupying oneself harmlessly as a child. c. An important means of training for comprehension and insight into various social roles. d. A foolish waste of time in a complex society where new positions constantly replace old ones.
____4.	Most people can sucessfully fill multiple roles if:	a. The roles are acted out at different times and in different situations. b. The roles are basically consistent. c. All the roles are consistent with the basic personality. d. All the above are true.
____ 5.	In our society, the transitional period from boyhood to manhood is:	a. Ill defined. b. Quite distinct at twenty-one. c. Regulated by law. d. Both "b" and "c".

VI. Explanation of Terms and Principles used in module:

1. Status - The rank or position of an individual in a group, or a goup in relation to other groups.
2. Role - The acting out of the duties expected of a person who occupies a a certain status.
3. Role learning - The process of learning the duties are privileges of the role; the act of internalizing the attitudes, feelings and expectations associated with the role.
4. Ascribed status - A position that is unearned, sex and age are universally used as a basis of role ascriptions, in addition, family rank and religion are recognized in many societies.
5. Achieved status - A position that is earned; a social position secured through individual choice and competition.
6. Role behavior - The actual behavior of one who plays a role. This may vary from expected behavior due to:
    a. Differences in interpretation.
    b. Personality characteristics.
    c. Degree of commitment to a given role.
    d. Conflict with other roles.
7. Role strain - Role strain refers to the difficulty people have in meeting their role obligations.
8. Role conflict - Role conflict refers to the condition that occurs when more than one role imposes conflicting obligations upon a person.

VI. (Continued):

8. Role conflict - (cont.) Role conflicts may be conflicts between roles and conflicts within a single role. Processes which reduce role strain:
   a. Rationalization: redefining a painful situation in terms that are socially and personally acceptable. Conceals the reality of role conflict.
   b. Compartmentalization: Responding to only one set of role demands at a time.
   c. Adjudication: turning over to a third party a difficult decision that may produce role conflict.
9. Role Failure - Role failure refers to the inadequacy of persons experiencing role conflict to fulfill their role obligations.
10. Role Set - A combination of roles assumed by a single individual.

VII. Learning Activity (Mandatory):

Activity #1:

Using the model suggested by figure "A", identify at least one of the combinations of three roles as a "set". Determine how You describe the typical way or ways in which you handle the role that you select. State your position in 2 1/2 pages.

Activity #2:

Using the model suggested by figure "A", identify as many roles as you can which are identical to the ones you play in your family. Specify whether or not you have experienced role strain or role conflict. If so, indicate how you handled it. (1 1/2 pages)

Learning Options:

1. View the film, "The Future of The Family" (FSSH -1 -1), Part I, The Family and Society, and identify at least least four roles played by any <u>one</u> member of the Family. State the member of the family you have selected in any one of these roles, then determine whether or not there is role strain, role conflict, and/or role failure. State your findin 3 1/2 pages.
2. Read chapter six, Horton and Hunt, "<u>Sociology</u>", Third Edition, Mc Graw-Hill, 1972, and develop a four page essay on the distinctions between role and status.

VIII. Post-Test:

Select the one statement in the right column which contains the meaning of the word or words in the left column. You should match each word or word(s) with the correct meaning.

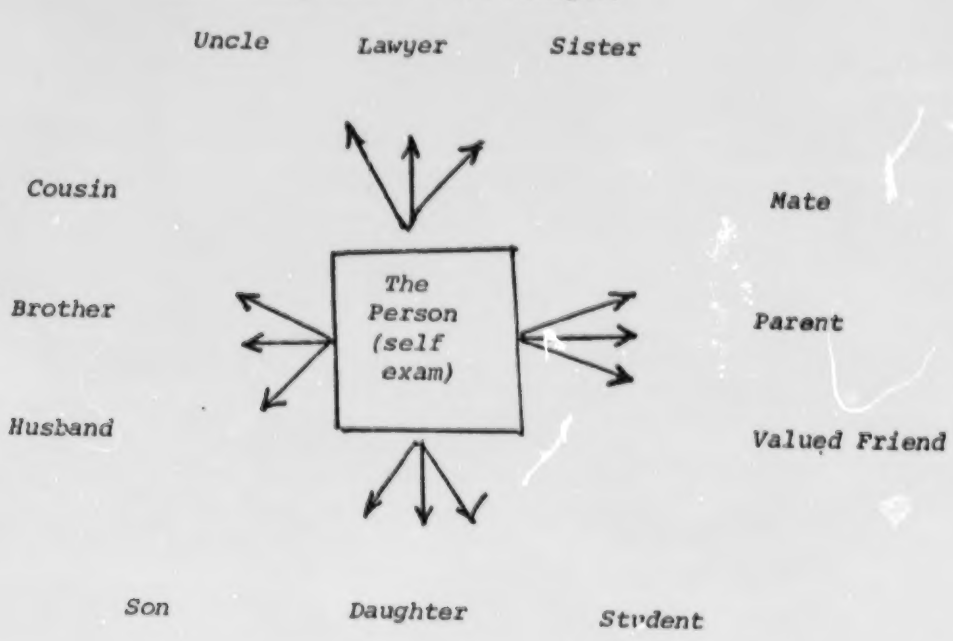
____ 1.	Status	a. Expected behavior pattern for occupant of a position.
____ 2.	Achieved status	b. Position assigned to the individual regardless of personal qualifications.
____ 3.	Rites of Passage	c. Position obtained through individual effort.
____ 4.	Role	d. Ceremonies marking acknowledgement of acquisition of new age status.
____ 5.	Ascribed status	e. Position or rank in a group or society.
____ 6.	Psychodrama (role playing)	f. Technique for understanding another's role through playing it oneself.

Part II (Multiple choice):

Listed in the column on the right are several choices for each of the questions on the left. Select the choice or choices which best answer the question(s).

____ 1.	In order to adjust to our society, we must:	a. Be socialized to play the roles expected of us. b. Learn about the typical positions found in our society. c. Learn how to relate our roles to those of others. d. All of these.
____ 2.	Role Learning involves:	a. How to perform the roles. b. The priviliges and duties appropriate to the status. c. Feelings and attitudes appropriate to the position. d. All of the above.
____ 3.	Playacting of new or different roles is:	a. Limited to the use of the psychodrama. b. A way of occupying oneself harmlessly as a child. c. An important means of training for comprehension and insight into various social roles. d. A foolish waste of time in a complex society where new positions constantly replace old ones.
____ 4.	Most People can sucessfully fill multiple roles if:	a. The roles are acted out at different times and in different situations. b. The roles are basically consistent. c. All the roles are consistent with the basic personality. d. All the above are true.
____ 5.	In our society, the transitional period from boyhood to manhood is:	a. Ill defined. b. Quite distinct at twenty-one. c. Regulated by law. d. Both "b" and "c".

Figure "A"
Discerning Role Relationship(s)



(a) What are the various kinds of roles that you find yourself fulfilling in day to day social interaction(?)

(b) Is there role strain, conflict(?)

(c) Do you recognize role set(s) in your day to relationships(?)

Copyright 1980, Kelsey A. Jones

AN INSTRUCTIONAL MODULE
(developed in the inductive mode)

for

SOCIAL SCIENCE 101

OS 101 01.04
"IDENTIFYING STATUS, POWER, CONFLICT AND VALUES IN YOUR FAMILY"

DEVELOPED

by

Kelsey A. Jones
Associate Professor and Chairman
The Department of Criminal Justice
The College of Liberal and Fine Arts
The University of the District of Columbia

I. Course: Social Science 101

Introduction to Social Science

Study Unit: 01.00 - "Family Systems - Experentially Understood"

Instructional Module: 01.04 - Identifying Status, Power, Conflict and Values

II. Statement of Purpose: This instructional module is designed to assist you in the development of the skill of assessment.

III. Prerequisites OS 101 01.03

IV. Objective(s): At the conclusion of the module, you will be able to appropriately assess the power of dynamics, identity status, conflicts and values within your family unit (or the post-test, 85%).

V. Pre-Test (Matching Questions):

Part I: Select the one statement in the right column which contains the meaning of the word or word(s) in the left column. You should match each word or word(s) with the correct meaning.

____	1. Status	a. Expected behavior pattern for occupant of a position.
____	2. Achieved status	b. Position assigned to the individual regardless of personal qualifications.
____	3. Role	c. Position or rank in a group or society.
____	4. Ascribed status	d. Position obtained through individual effort.
		e. Technique for understanding another's role through playing it oneself.

Part II: (Multiple Choice):
Listed in the column on the right are several choices for each of the questions on the left. Select the choice or choices which best answer the question(s).

____	1. In contrast to status, role deals with:	a. Prestige b. Position c. Behavior Patterns d. Both A and B above
____	2. A status which is assigned at birth is:	a. Achieved b. Ascribed c. Earned d. Proclaimed
____	3. A status which is obtained through individual effort is:	a. Ascribed b. Achieved c. Democratic d. Personal
____	4. Training for ascribed adult statuses starts:	a. In babyhood b. When one reaches school age c. In adolescence d. When we are old enough to step into these adult positions
____	5. The status of the adult woman in modern society:	a. Is fairly well defined, so that learning the woman's role is relatively easy b. Is a position requiring knowledge of how to perform a variety of roles successfully c. Is frequently defined in terms of conflicting expectations. d. Both B and C above.
____	6. Status may be ascribed on the basis of:	a. Age b. Sex c. Social/class rank d. All the above

V. Pre-Test (continued):

Part III - Select the statement in the right column which completes the meaning of the statement in the left column. You should match each statement with the one which provides the correct meaning.

____	1. Reputed power	a. Usually operate in the background
____	2. Actual power	b. Attributed to certain persons
____	3. Traditional authority	c. Sit-in demonstrations
____	4. Potential power	d. Sainthood
		e. Managerial class
		f. The demonstrated power of certain persons or group(s) of people

Part IV - Select the statement in the right column which contains the meaning of the word or words in the left column. You should match each word or words with the correct meaning.

____	1. Institutions	a. Customary, habitual ways of acting
____	2. Folkways	b. Custom, involving implications of right and wrong
____	3. Mores	c. A system of norms or values
____	4. Culture	d. Organized system of social relationships (family, religion, government)

VI. Explanation of Terms and Principles used in modules:

1. Status - The rank or position of an individual in a group, or a group in relation to other groups.

2. Ascribed status - A position that is unearned, sex and age are universally used as a basis of role ascriptions, in addition family rank and religion are recognized in many societies.

3. Achieved status - A position that is earned; a social position secured through individual choice and competition.

4. Culture - That which is socially learned and shared by members of a society, the system of ideas, values and symbols mutually acknowledged by participants.

5. Folkways - Customary, habitual ways of acting within a society.

6. Mores - Customs carrying significant implications of right and wrong, many of which are incorporated into the legal system and religious teachings of a society.

7. Institutions - Organized systems of social relationships that embody certain common values and procedures and meets certain basic needs.

8. Cultural norm - A set of expectations, a cultural image of how people are supposed to act.

9. Power - The ability to control the actions of others regardless of their wishes.

10. Force - The use of threat or physical coercion.

11. Authority - Established right to make decisions and control the actions of others.

12. Influence - Ability to effect changes in others beyond authority to do so.

13. Potential Power - Assumed to go with certain positions of authority.

14. Reputed Power - Attributed to certain persons of groups by those who understand the social characteristics of living in communities.

15. Actual Power - Demonstrated by certain persons or groups in the decision making process.

VII. Learning Activity (mandatory):

Activity #1

Using the model, figure "A(1)", list the role(s) you play in your family unit and classify rank and relate them as to importance, power, authority and influence. Give reasons in a double spaced, typewritten page.

Activity #2

Using the model, figure "A(2)", rank, in terms of importance, members of your household (including yourself) as to authority and influence. Give reasons for your conclusions in 2 double spaced, typewritten pages.

Learning Options:

Learning Option #1

View the film, "Parenthood, Myths and Realities" (FSSH-1-3), Parts I and II, and define power and authority from the child/sibling perspective. From an adult's prospective, assess the depth of the conflict(s) you have seen in the parent/child relationship. Identify at least four factors: rank in terms of importance, and determine the quality (negative and positive). Do both exercises in no more than 2 1/2 double spaced, typewritten pages.

Learning Option #2

Develop a role playing (psychodrama) between members of your family unit. You are to assume <u>any</u> (no more than three) roles which you normally do not play. Have one member of your family describe how you are viewed by him/her. Evaluate your feelings against the perceptions of this "observer," and state your conclusions in no more than 2 pages, double spaced and typewritten.

Learning Option #3

Read chapters 4-7, Apsler, Alfred; Social Science. Identify at least four power dynamics found in the parent-sibling relationship. Write this exercise in 2 1/2 double spaced, typewritten pages.

VIII. Post-Test (Matching Questions):

Part I: Select the one statement in the right column which contains the meaning of the word or word(s) in the left column. You should match each word or word(s) with the correct meaning.

____ 1.	Ascribed status	a. Technique for understanding another's role through playing it oneself.
____ 2.	Role	b. Position obtained through individual effort.
____ 3.	Achieved status	c. Position or rank in a group or society.
____ 4.	Status	d. Position assigned to the individual regardless of personal qualifications.
		e. Expected behavior pattern for occupant of a position.

Part II - (Multiple Choice):
Listed in the column on the right are several choices for each of the questions on the left. Select the choice or choices which best answer the question(s).

____ 1.	Status may be ascribed on the basis of:	a. Age b. Sex c. Social/class rank d. All the above
____ 2.	The status of the adult woman in modern society:	a. Is fairly well defined, so that learning the woman's role is relatively easy b. Is a position requiring knowledge of how to perform a variety of roles successfully c. Is frequently defined in terms of conflict-ing expectations. d. Both B and C above.
____ 3.	Training for ascribed adult statuses starts:	a. In babyhood b. When one reaches school age c. In adolescence d. When we are old enough to step into these adult positions
____ 4.	A status which is obtained through individual effort is:	a. Ascribed b. Achieved c. Democratic d. Personal
____ 5.	A status which is assigned at birth is:	a. Achieved b. Ascribed c. Earned d. Proclaimed
____ 6.	In contrast to status, role deals with:	a. Prestige b. Position c. Behavior Patterns d. Both A and B above

VIII. Post-Test (continued):

Part III - Select the statement in the right column which completes the meaning of the statement in the left column. You should match each statement with the one which provides the correct meaning.

____	1. Potential power	a. The demostrated power of certain persons or group(s) of people
____	2. Traditional authority	b. Managerial class
____	3. Actual power	c. Sainthood
____	4. Reputed power	d. Sit-in demonstrations
		e. Attributed to certain persons
		f. Usually operate in the background

Part IV - Select the statement in the right column which contains the meaning of the word or word(s) in the left column. You should match each word or word(s) with the correct meaning.

____	1. Culture	a. Organized system of social relationships (family, religion, government)
____	2. Mores	b. A system of norms or values
____	3. Folkways	c. Custom, involving implications of right and wrong
____	4. Institutions	d. Customary, habitual ways of acting

5. In completing this module, what function(s) of the Social Scientist did you perform?

Status, Power, Conflict and Values
(Pyramid(s) within the Family unit)

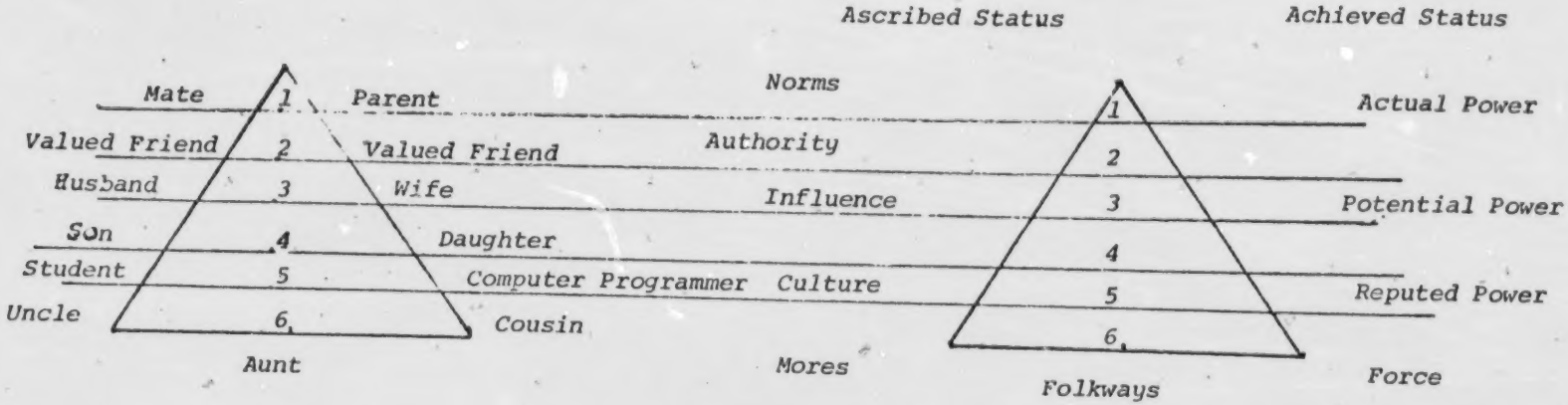


Figure A(1)

Figure A(2)

(a) What are your perceptions about what is going on?

(b) What are the major characteristics of these two pyramids?

Copyright 1980, Kelsey A. Jones

AN INSTRUCTIONAL MODULE
(developed in the inductive mode)

for

SOCIAL SCIENCE 101

OS 101 01.05
"IDENTIFYING THE UNIVERSAL FUNCTIONS OF THE FAMILY"

DEVELOPED

by

Kelsey A. Jones
Associate Professor and Chairman
The Department of Criminal Justice
The College of Liberal and Fine Arts
The University of the District of Columbia

I. Course: Social Sciences 101

Introduction to Social Science

Study Unit 01.00 - "Family Systems - Experientially Understood"

Instructional Module: 01.05 - Identifying the Universal Functions of the Family

II. Statement of Purpose: This instructional module is designed to assist you in identifying and interpreting the universal functions of the family.

III. Prerequisite(s): OS 101 01.04

IV. Objective(s): At the conclusion of this module, you will identify and describe the universal functions of the family on the post-test at 90%.

V. Pre-Test:

Select the choice which is more appropriately the correct answer to each of the following questions. Only one answer in each instance is correct.

1. Which of the following is not a universal function of the family?

a. Reproduction
b. Socialization
c. Maintenance
d. Status ascription
e. Siblingship

2. Which of the following is not a part of family transmission?

a. Succession
b. Marriage
c. Socialization
d. Descent
e. Inheritance

3. The family is a biological unit that includes three fundamental relationships:

a. Marriage, parenthood and grandparenthood.
b. Parenthood, grandparenthood and siblingship.
c. Marriage, parenthood and blood relatives.
d. Marriage, parenthood and siblingship.
e. Marriage, grandparenthood and siblingship.

4. The means by which a continuity between families in successive generations is endured is called:

a. Inheritances
b. Legitimacy
c. Revolution
d. Tradition
e. Transmission

VI. Explanation of Terms and Principles used in module:

1. Transmission - The means by which a continuity between families in successive generations is endured.

2. Socialization - The transmission of the general cultural heritage and the families own culture.

3. Descent - The transmission of membership in wider social groups.

4. Inheritance - The transmission of property.

5. Succession - The transmission of status.

VII. Learning Activity (mandatory):

Many trained observers have argued that the family has lost some of its relative importance in American Society. Generally, the notion is that other structures and/or institutions have taken over these functions, for example, economics, status giving, education, religion, recreation and protection. Further, it seems to these observers that the family has not taken on any new functions. Based on the information you have gathered from your own family, write a paper not to exceed 5 1/2 double spaced, typewritten pages, interpreting the function-(s) performed by your present family. If you are living alone, use your family of orientation. Remember, there are four functions performed universally by families:

1. Reproduction
2. Maintenance
3. Socialization
4. Status Giving

Learning Option #1:

Some "Trained Observers" have claimed that the major goal of both marriage partners is no longer "marital stability"; the major goal in today's marriage is happiness. When either partner feels that he or she has not attained happiness within the marriage relationship, he or she tends to consider seriously the increasingly easy alternative--- divorce. After viewing the film, "The Future of The Family" (FSSH-1-1), Part II, "New Directions", write a paper, not to exceed 5 double spaced, typewritten pages, and describe at least three factors which contributed to the loss of stability in that family; or, interpret three factors which you identify as contributing to stability or instability being present in your current family. If you are living alone, use your family of orientation.

Learning Option #2:

Read Mendoza and Napoli, Introduction to Social Science, chapter 10. Write a 2 1/2 page , double spaced, typewritten paper identifying:

1. three factos leading to stability and
2. three factors leading to instability.

VIII. Post-Test:

Select the choice which is more appropriately the correct answer to each of the following questions. Only one answer in each instance is correct.

1. Which of the following is not a universal function of the family?

   a. Reproduction
   b. Socialization
   c. Maintenance
   d. Status ascription
   e. Siblingship

2. Which of the following represents a long-range trend in American families?

   a. Increase in size
   b. Decrease in divorce rate
   c. Later marriages
   d. Role changes
   e. Increase in functions

3. The means by which a continuity between families in successive generations is endured is called:

   a. Inheritances
   b. Legitimacy
   c. Revolution
   d. Tradition
   e. Transmission

4. The biggest concern of married people in contemporary American Society is:

   a. Stability
   b. Money
   c. Social convenience
   d. Mutual interests
   e. Happiness

5. Which of the following is not a part of family transmission?

   a. Succession
   b. Marriage
   c. Socialization
   d. Descent
   e. Inheritance

6. The family is a biological unit that includes three fundamental relationships:

   a. Marriage, parenthood and grandparenthood.
   b. Parenthood, grandparenthood and siblingship.
   c. Marriage, parenthood and blood relatives.
   d. Marriage, parenthood and siblingship.
   e. Marriage, grandparenthood and siblingship.

7. In completing this module, what role(s) of a Social Scientist did you perform?

Copyright 1980, Kelsey A. Jones

DEC 15 1980

AN INSTRUCTIONAL MODULE
(developed in the inductive mode)

for

SOCIAL SCIENCE 101

OS 101 01.06
"Comparing Structural Universals with the Structural Nature of your Family"

DEVELOPED

by

Kelsey A. Jones
Associate Professor and Chairman
The Department of Criminal Justice
The College of Liberal and Fine Arts
The University of the District of Columbia

I. Course: Social Science 101

Introduction to Social Science

Study Unit 01.00 - "Family Systems - Experientially Understood"

Instructional Module 01.06 - "Recognizing and Describing Role Relationships In Your Family

II. Statement of Purpose: This instructional module is designed to enable you to compare structural universals with the structural nature of your family.

III. Prerequisite(s): OS 101 01.05

IV. Objective(s): Given the skill(s) demonstrated in the identification and interpretation of the universal functions of your family, you will compare structural universals with the structural nature of your family on the post-test of 90%.

V. Pre-Test:

Select the choice which is more appropriately the correct answer to each of the following questions. Only one answer in each instance is correct.

1. The family is a biological unit that includes three fundamental relationships:

   a. Marriage, parenthood and grandparenthood.
   b. Parenthood, grandparenthood and siblingship.
   c. Marriage, parenthood and blood relatives.
   d. Marriage, parenthood and siblingship.
   e. Marriage, grandparenthood and siblingship.

2. In order to help prevent incestuous illegitimacy, all societies have elaborated:

   a. The nuclear family
   b. Cenogamy
   c. Incest taboos
   d. Monogamy
   e. Polyandry

3. The most popular form of marriage in the world is:

   a. Polygamy
   b. Polyandry
   c. Monogamy
   d. Polygymy
   e. Cenogamy

4. A type of composite family whose brothers or cousins bring their respective nuclear families together to form a single unit is called a:

   a. Joint family
   b. Extended family
   c. A compound family
   d. A complex family
   e. A nuclear complex family

VI. Explanation of Terms and Principles used in Module:

1. Parenthood - A relationship which embraces parent-child.

2. Siblingship - Relationships between brother-sister, brother-brother, or sister-sister.

3. Joint family - A composite family in which brothers or cousins bring their respective nuclear families together to form a single unit.

4. Incest Taboo - The universal rule forbidding sexual relations within the nuclear family except for those between husband and wife.

VII. Learning Activity (Mandatory):

Using the model, figure "A", list the four changes in the quality of the interaction or characteristics you have observed in your family since the beginning of this course. Give the reasons for your choice(s) in 3 1/2 double spaced, typewritten pages. If no changes in the quality of the interaction have been observed, state at least four reasons why, in 3 1/2

Learning Option #1:

View the film "The Future of the Family" (FSSH-1-1), part I, and list four characteristics you have noticed now that you did not observe at the first viewing. Give reasons for your choice in your identifying the four additional characteristics in 1 1/2 double spaced, typewritten pages.

Learning Option #2:

Read chapters 6, 7, and 8 - Apsler, Alfred, Social Science, and describe six functions of the family. Interpret the information between members as these functions are performed through the performance(s) of these roles. This exercise should be done in 3 1/2 double spaced, typewritten pages.

VIII. Post-Test:

Select the choice which is more appropriately the correct answer to each of the following questions. Only one answer in each instance is correct.

1. A type of composite family whose brothers or cousins bring their respective nuclear families together to form a single unit is called a:

   a. Joint family
   b. Extended family
   c. A compound family
   d. A complex family
   e. A neclear complex family

2. The most popular form of marriage in the world is:

   a. Polygamy
   b. Polyandry
   c. Monogamy
   d. Polygyny
   e. Cenogamy

3. In order to help prevent incestuous illegitimacy, all societies have elaborated:

   a. The nuclear family
   b. Cenogamy
   c. Incest taboos
   d. Monogamy
   e. Polyandry

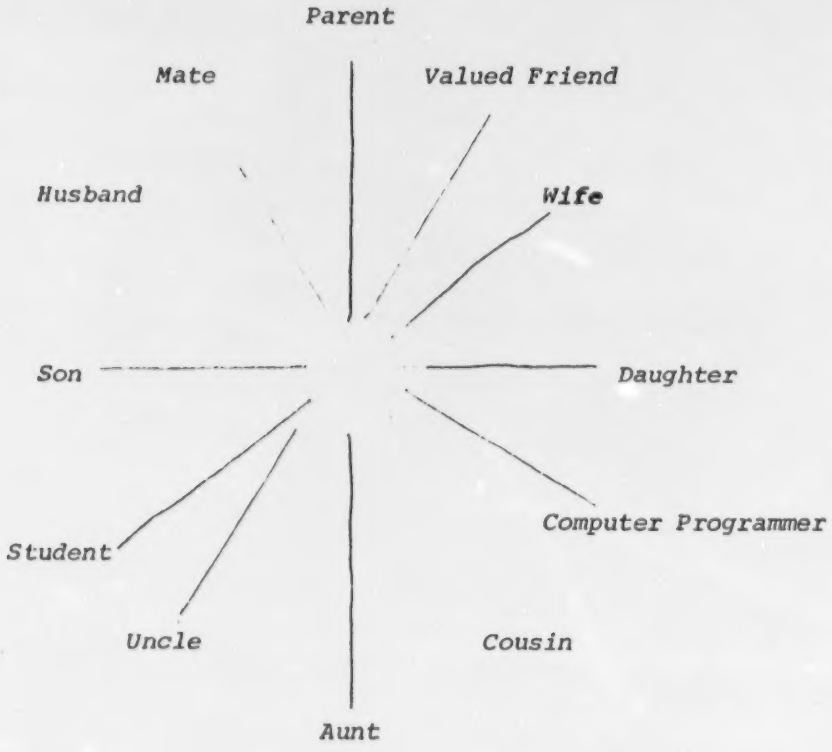
4. The family is a biological unit that includes three fundamental relationships:

   a. Marriage, parenthood and grandparenthood.
   b. Parenthood, grandparenthood and siblingship.
   c. Marriage, parenthood and blood relatives.
   d. Marriage, parenthood and siblingship.
   e. Marriage, grandparenthood and siblingship.

5. In completing this module, what function(s) of the Social Scientist did you perform?

Discerning Growth and Development
(observing changes in your family)

Figure "A"



Characteristics of an Immature Person	Characteristics of a Mature Person
Passivity	Activity
Dependence	Independence
Behaving in few ways	Behaving in many ways
Shallow interests	Deep interests
Short time perspective	Long time perspective
Subordinate position	Equal or superordinate position
Lack of self-awareness	Self-awareness

Copyright 1980, Kelsey A. Jones

AN INSTRUCTIONAL MODULE
(developed in the inductive mode)

for

SOCIAL SCIENCE 101

OS 101 01.07
"MAKING DISTINCTIONS IN YOUR FAMILY'S INTERACTION STYLE"

DEVELOPED

by

Kelsey A. Jones
Associate Professor and Chairman
The Department of Criminal Justice
The College of Liberal and Fine Arts
The University of the Di. trict of Columbia

I. Course: Social Science 101

Introduction to Social Science

Study Unit 01.00 - "Family Systems - Experientially Understood"

Instructional Module: 01.07 - Making Distinctions In Your Family's Interaction Style.

II. Statement of Purpose:

This instructional module is designed to enable you in making distinctions in your family's interaction style(s).

III. Prerequisites: OS 101 01.06

IV. Objective(s):

Given your demonstrated skill for observation, analysis and interpretation of data, you will be able to make distinctions in your family interaction style(s).

V. Pre-Test:

Mark "T" for each of the following statements which is <u>true</u> and "F" for each of the statements which are <u>false</u>.

____ 1. Heredity provides a set of basic needs and capacities which may be used in shaping personality.

____ 2. The physical environment sets the limits within which a culture develops.

____ 3. The socialization process is largely unconscious.

____ 4. Human beings need group experiences if they are to develop normally.

____ 5. Each culture provides a set of general influences, but they vary tremendously from one another.

____ 6. Each person's self-image is formed from his perceptions of how others react to him.

____ 7. Children raised in the same family can be said to have had the same experiences because their environment is identical.

____ 8. American culture(s) stresses consciousness of time much more than many other societies.

____ 9. The "looking-glass self" reflects the image we see of ourselves in mirrors.

____ 10. The "generalized other" refers to the internalized norms of others by which the individual judges himself.

VI. Explanation of Terms and Principles used in Module:

1. Tradition directed - Adjerence to detailed norms of primitive (village life) learned by direct observation.

2. Inner-directed - Adherence to general principles laid down early in life; freedom for non-conformity within these limits; an inner sense of guidance tends to characterize behavior.

3. Other-directed - Adherence to the "cue" or dictates of the group, especially in particular situations; built in radar stems the individual.

4. The "Looking Glass Self" - The "self" which is discovered through the reactions of others

(This theory bears a close relationship to self concept and self image theories.)

(a) Our perception of how we look to others
(b) Our perception of their judgement of how we look.
(c) Our feelings about these judgments
(Cooley, Charles Horton)

5. Personality - The results of the collective influences of (a) biological inheritance, (b) physical environment, (c) culture and (d) unique experience.

VII. Learning Activity (Mandatory):

Now that you have observed, analyzed, interpreted and evaluated information (data) about your family— and from some of the classification systems within the Social Sciences, you can began to determine whether "now" experiences have caused changes to be noticed in the way that you relate to each other. Or to say it another way, the "way" that you effect each other. Using the "classification model" on the last page of this module, identify at least four behaviors (things that you do, or "what" you have done), which indicate the "way" that you interact (your style). In 4 I/2 double spaced, typewritten pages, determine which influences are more pronounced: Those from your family of "orientation" (traditional/inner directed) or those from associations, by you and members of your family, with "others."

Learning Options:

Option #1: View the film, "Personality: The You Others Know" (FSSH-1-14), and identify four factors which contribute to the development of one's sense of "self" or "personality." Compare your finding(s) with how you perceive the presence of these influences within your family. Write a 3 1/2 double spaced, typewritten paper, stating your findings.

Option #2: Read Chapter 4-7, Apsler, Alfred; Social Science, and write five pages, double spaced and typewritten, about "four" factors which influence personality growth, development and style of information.

VIII. Post-Test:

Mark "T" for each of the following statements which is true and "F" for each of the statements which are false.

_____ 1. Human beings need group experiences if they are to develop normally.

_____ 2. The "generalized other" refers to the internalized norms of others by which the individual judges himself.

_____ 3. The "looking-glass self" reflects the image we see of ourselves in mirrors.

_____ 4. American culture(s) stresses consciousness of time much more than many other societies.

_____ 5. Children raised in the same family can be said to have had the same experiences because their environment is identical.

_____ 6. Each person's self-image is formed from his perceptions of how others react to him.

_____ 7. Each culture provides a set of general influences, but they vary tremendously from one another.

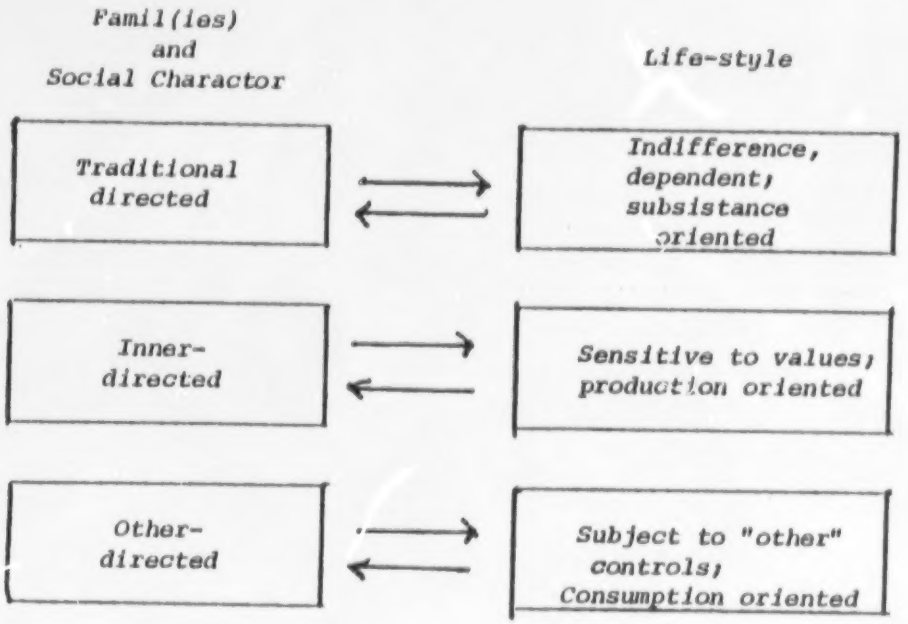
_____ 8. The socialization process is largely unconscious.

_____ 9. The physical environment sets the limits within which a culture develops.

_____ 10. Heredity provides a set of basic needs and capacities which may be used in shaping personality.

Classifying Interaction Styles
(discerning what's happening between members of your family)

This interaction style model deals with the socialization process, whereby one internalizes the norms of his group(s) (reference) so that a distinct "self" emerges unique to this individual.



(a) When experiences change, do styles of interaction move beyond this particular classification system? Example:

"Have my experiences as a student enabled me to be more "open" (sensitive to others), or focussed more than ever upon --"What I have always known, believed or done."

Copyright 1980, Kelsey A. Jones

AN INSTRUCTIONAL MODULE
(developed in the inductive mode)

for

SOCIAL SCIENCE 101

OS 101 01.08
"DEVELOPING A CONSTRUCT ABOUT YOUR FAMILY"

DEVELOPED

by

Kelsey A. Jones
Associate Professor and Chairman
The Department of Criminal Justice
The College of Liberal and Fine Arts
The University of the District of Columbia

I. Course: Social Science 101

Introduction to Social Science

Study Unit: 01.00 - "Family Systems - Experientially Understood"

Instructional Module: 01.08 - Developing a Construct About Your Family"

II. Statement of Purpose: This instructional module is designed to assist you in developing a construct of your family.

III. Prerequisite(s): OS 101 01.07

IV. Objective(s): Given the skills demonstrated in the series of modules--during this unit, you will develop a construct of your family.

V. Pre-Test: (Part I)

Select the choice which is more appropriately the correct answer to each of the following questions. Only one answer in each instance is correct.

1. The term "Nuclear Family" refers to a

   a. closely knit family
   b. unit consisting of parents, children, and cousins
   c. family whose central core is explosive
   d. unit consisting of a father-husband, a mother-wife, and their children-siblings
   e. family in which the marriage unit may include one man and two or more women

2. The term "Extended Family" refers to a

   a. unit in which the married couple and later, their children live in the same household with the parents of one of the couple
   b. family in which the marriage unit may include one woman and two or more men
   c. loosely related family
   d. unit in which the father-husband live in a single household, and their independent adult son(s) and/or daughter(s) live in a separate dewelling
   e. closely knit family separated only by space and time

3. The term "Augmented Family" refers to a unit in which the husband and wife live with other persons who are

   a. non-relatives
   b. close relatives
   c. distant relatives
   d. cousins
   e. uncles or aunts

4. The term "Attenuated Nuclear Family" refers to a unit in which a single parent lives

   a. alone
   b. with close relatives
   c. with close friends
   d. with distant relatives
   e. children of the parent in the household

Pre-Test (Matching Questions):

Select the one statement in the right column which contains the meaning of the word or words in the left column. You should match each word or words with the correct meaning.

_____	1. Status	a. Expected behavior pattern for occupant of a position.
_____	2. Achieved status	b. Position assigned to the individual regardless of personal qualifications.
_____	3. Rites of Passage	c. Position obtained through individual effort.
_____	4. Role	d. Ceremonies marking acknowledgement of acquisition of new age status.
_____	5. Ascribed status	e. Position or rank in a group or society.
_____	6. Psychodrama (role Playing)	f. Technique for understanding another's role through playing it oneself.

Part II (Multiple Choice):

Listed in the column on the right are several choices for each of the questions on the left. Select the choice or choices which best answer the question(s).

_____	1. In order to adjust to our society, we must:	a. Be socialized to play the roles expected of us. b. Learn about the typical positions found in our society. c. Learn how to relate our roles to those of others. d. All of these.
_____	2. Role Learning Involves:	a. How to perform the roles. b. The privileges and duties appropriate to the status. c. Feelings and attitudes appropriate to the position. d. All the above.
_____	3. Playacting of new or different roles is:	a. Limited to the use of the psychodrama. b. A way of occupying oneself harmlessly as child. c. An important means of training for comprehension and insight into various social roles. d. A foolish waste of time in a complex society where new positions constantly replace old ones.

Part II (Multiple Choice) Continued

_____ 4. Most people can successfully fill multiple roles if:

a. The roles are acted out at different situations.
b. The roles are basically consistent.
c. All the roles are consistent with the basic personality.
d. All the above are true.

Pre-Test:

Select the choice which provides the appropriate answer to each of the following questions. Only one answer in each instance is correct.

1. Social Science is the systematic attempt to discover and explain
   a. relationships among observable facts or events (phenomena)
   b. the realization of social and statistical trends
   c. the control of particular human variables
   d. ethical behavior and moral standards
   e relationships among all phenomena

2. The Scientific method is
   a. the general framework within which scientists work
   b. a special attitude toward scientific investigation
   c. another way of talking about Social Science
   d. an accummilation of scientific information
   e. a process which is critical about value judgements

3. The systematic attempt to discover and explain relationships among social phenomena is called
   a. scientific method
   b. speculative thinking
   c. social logic
   d. scientific attitude
   e. social science

4. Which of the following is not a universal function of the family?
   a. reproduction
   b. socialization
   c. maintenance
   d. status giving
   e. siblingship

VI. Explanation of Terms and Principles used in Modules:

NONE

VII. Learning Activity (Mandatory):

Given the skills developed through the modules, in this study unit, develop a construct of your family. Determine if your family is:

(a) Nuclear Family - A family unit consisting of a father-husband mother-wife, and their children-siblings.

(b) Attenuated Nuclear Family - family unit in which a single parent lives with the children-siblings of the parent.

(c) Augmented Family - a family unit in which the husband-wife live with other persons who are non-relatives.

(d) Other: Explain your construct in 8 pages, double spaced and typewritten.

Post-Test:

Select the choice which is more appropriately the correct answer to each of the following questions. Only one answer in each instance is correct.

1. The majority of people have two families. The one they help create through marriage, bearing, and rearing children is the family of

   a. Orientation
   b. Recreation
   c. Reproduction
   d. Procreation
   e. Cooperation

2. The social norm which prescribes that every child have a sociological father to represent the male link between the child and society is the principle of

   a. Friendship
   b. Normality
   c. Siblingship
   d. Legitimacy
   e. Childhood

3. The family into which the individual is born is his

   a. Family of procreation
   b. Extended family
   c. Cooperative family
   d. Family or orientation
   e. Joint family

4. The unit consisting of a father-husband, a mother-wife, and their children-siblings is called the

   a. Core family
   b. Nuclear family
   c. Composite family
   d. Clan
   e. Extended Family

5. The unit consisting of a single parent and children of the parent is

   a. a group arrangement
   b. a corporate family
   c. a broken home
   d. a fragmented family
   e. an attenuated nuclear family

6. The family unit consisting of the husband-wife and non-relatives is

   a. an augmented family
   b. a nuclear family
   c. a nuclear extended family
   d. Simple family
   e. Complex family

7. Figure number 3, on the last page of this module, contains two different types of families. The terms applied to these types are different from the names you have used to identify these same types. Apply the choice of names which you learned in identifying these two types of families.

Post-Test (continued):

8. Social Scientists seem to be forever gathering data (information/evidence) for many reasons. There are many ways to perform this function. Which one of the ways listed below did you perform in completing this module

   a. Cross cultural reference
   b. Random sampling
   c. Statistical research
   d. Applying a classification system to your family
   e. Investigation of existing records (files)
   f. Interviewing members of your past and present households

Post-Test:

Select the choice which provides the appropriate answer to each of the following questions. Only one answer in each instance is correct.

1. Which of the following statements about the American family is /are true?

   a. some of its previously important functions have been taken over by other structures
   b. males are getting married younger, but females are getting married at a later age.
   c. there has been a long-term trend toward larger families.
   d. husband and wife roles have remained the same.
   e. females are getting married younger, but males are getting married at an older age.

2. Which of the following is not a universal function of the family?

   a. reproduction
   b. socialization
   c. maintenance
   d. status giving
   e. siblingship

3. The systematic attempt to discover and explain relationships among social phenomena is called

   a. scientific method
   b. speculative thinking
   c. social logic
   d. scientific attitude
   e. social science

4. The Scientific Method is

   a. the general framework within which scientists work
   b. a special attitude toward scientific investigation
   c. another way of talking about Social Science
   d. an accummulation of scientific information
   e. a process which is critical about value judgement

5. Social Science is the systematic attempt to discover and explain

   a. relationships among observable facts or events (phenomena)
   b. the realization of social and statistical trends
   c. the control of particular human variables
   d. ethical behavior and moral standards
   e. relationships among all phenomena

Part II (Multiple Choice):

Listed in the column on the right are several choices for each of the questions on the left. Select the choice or choices which best answer the question(s).

_____ 1. In order to adjust to our society, we must:

a. Be socialized to play the roles expected of us.
b. Learn about the typical positions found in our society
c. Learn how to relate our roles to those of others.
d. All of these.

_____ 2. Role Learning involves:

a. How to perform the roles.
b. The privileges and duties appropriate to the status.
c. Feelings and attitudes appropriate to the position
d. All of the above.

_____ 3. Playacting of new or different roles is:

a. Limited to the use of the psychodrama.
b. A way of occupying oneself harmlessly as a child.
c. An important means of training for comprehension and insight into various social roles.
d. A foolish waste of time in a complex society where new positions constantly replace old ones.

_____ 4. Most people can successfully fill multiple roles if:

a. The roles are acted out at different times and in different situations.
b. The roles are basically consistent.
c. All the roles are consistent with the basic personality.
d. All the above are true.

BEST COPY AVAILABLE

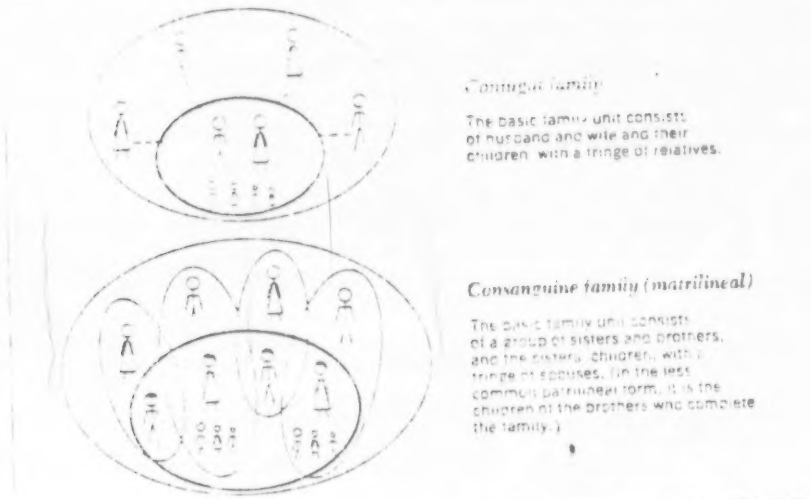

Conjugal family
The basic family unit consists of husband and wife and their children with a fringe of relatives.
Consanguine family (matrilineal)
The basic family unit consists of a group of sisters and brothers, and the sisters' children, with a fringe of spouses. (In the less common patrilineal form, it is the children of the brothers who complete the family.)

FIGURE 3 *Conjugal and Consanguine Family Types.*

Copyright 1980, Kelsey A. Jones